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ABSTRACT

Based on an investigation of the lifelong learning resources available outside of traditional postsecondary institutions in American society, this report provides an overview of available educational resources and suggests interorganizational linkages for reaching more people more effectively. The overview section describes the types of efforts of 150 organizations, associations, institutions and agencies contacted--providers, brokers, and validators of lifelong learning. Seventeen kinds of organizations are described based on their programs, implementation, and objectives: business and industry; federal, state, and local government; the military; labor unions; professional societies; formal, non-profit education; proprietary (formal, profit making) education; free universities; museums, libraries, and community agencies; consumer education groups; political education groups; church and religious groups; women's groups; senior citizens' groups; minority group organizations; services for handicapped adults; and adult basic education (ABE) programs. The section on need for linkages notes that the two major problems found in the investigation were underserved populations and duplication of resources. Examples are given of existing interorganizational linkages along with analysis of what factors should be considered in establishing future cooperative efforts. An annotated directory of the 150 organizations is appended. Entries are grouped alphabetically and by the sixteen categories. Each includes names of agency contact persons with addresses, phone numbers, and a brief statement of the agencies' purposes and programs as they relate to lifelong learning. (JT)

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ED177279

REPORT OF THE P.E.C.A. TASK FORCE ON LIFELONG LEARNING

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Education Policy Fellowship Program (EPFP) (formerly Washington Internships in Education) is a national program designed to help provide future leaders the skills in policymaking they must have to exert effective and enlightened leadership in American education. Funds for the program are provided by the Ford, Rockefeller, and Cleveland Foundations.

Since 1965, the program has placed over 250 mid-career persons in one-year internships in public and private agencies involved in educational policy matters. Carefully recruited sponsors who pay the Fellow's salary serve as on-the-job mentors by demonstrating, through their daily tasks, how educational policy is shaped at the urban, state, or national level. In addition, through weekly meetings, Fellows have the opportunity to interact with authorities in education. National meetings of Fellows with other special groups contribute further to their understanding of educational policymaking. Costs of recruitment, placement, and programs are borne by the EPF Program.

Educational Staff Seminar (ESS)
Telephone: 293-3166

Educational Staff Seminar (ESS) is a professional development program designed for staff members employed by the Executive and Legislative Branches of the federal government in the field of education. It is designed to expose these federal education policymakers to existing programs worth noting around the nation, as well as to innovations, research, and emerging ideas in the field. This is accomplished through luncheon and dinner meetings, seminars, and national and international field trips.

Established in 1969, ESS is funded by the Institute and by partial reimbursement from the government agencies served. In fiscal year 1975 ESS conducted 73 programs for over 2200 federal employees.

The Associates Program (TAP)
Telephone: 785-4991

The Associates Program (TAP) is an evolving IEL activity. Its emphasis up to now has been to provide seminars for legislators and other policymakers at state capitals. Begun in 1972 with three state educational seminars, TAP now sponsors 22 seminars, all directed by Associates who, on a part-time basis, arrange five to 10 programs annually.

TAP maintains a network of state-level "generalists" (Associates) whose ties to IEL in the nation's capital provide rare linkages among federal and state education policy-setters. TAP encourages similar linkages among agencies and coalitions seeking to improve processes in state-level decisionmaking. It also sponsors national and regional conferences dealing with state-level responsibilities in education.

Postsecondary Education Convening Authority (PECA)
Telephone: 833-2745

Under a grant from the Department of Health, Education and Welfare's Fund for the Improvement of Postsecondary Education, IEL has established an issue development service for consideration and transmission of key policy issues in postsecondary education. The Postsecondary Education Convening Authority (PECA) sponsors conferences, research efforts, task force groups and publications focusing on such issues as institutional licensing, consumer protection, state financing, and adult learning.

"Options in Education"
Telephone: 785-6462 or 833-9178

IEL and National Public Radio co-produce the "Options in Education" series, heard weekly over most of NPR's 190 member stations from coast to coast. Voice of America rebroadcasts the one-hour programs, and IEL makes cassettes and transcripts available at minimum cost. "Options" has received awards from the Education Writers Association (1974 and 1975) and from the Council for Advancement and Support of Education (1974). Funds for "Options in Education" are provided by IEL, National Institute of Education, Robert S. Clark Foundation, NPR, and other grantors. A list of NPR member stations and a catalog of available cassettes and transcripts are available from IEL.

Career Education Policy Project (CEPP)
Telephone: 833-9051

The Career Education Policy Project (CEPP) airs the issues of education, work and society for educational decisionmakers. Funded by the U.S. Office of Education, CEPP uses the resources of other IEL programs — ESS and TAP — to inform both policymakers and the public of the issues and the potential of the career education movement. It also sponsors Washington Policy Seminars for policy-level career educators.

The Project on Compensatory Education (PCE)
Telephone: 833-9178

The Project on Compensatory Education, responding to continuing state and federal emphasis on equal educational opportunity and the right of each child to an adequate education, is sponsored by the U.S. Office of Education. It will seek to identify the major public policy issues in the governance of compensatory education at the federal, state and local levels.

The project identifies strengths and weaknesses in current compensatory education governance policies, primarily by obtaining information from key policymakers, public officials, educators, as well as parents and others involved in compensatory education in the nation.

Family Impact Seminar (FIS)
Telephone: 296-5330

The Family Impact Seminar seeks to identify and assess the effect on families and children of a variety of public policies. The Seminar and its several task forces are composed of scholars and policymakers. Together, they examine and test the feasibility of developing "family impact statements" on selected government policies and programs. The specific issues to be examined are selected from a broad range of existing or proposed public policies. The policies may include some in such areas as education, health or welfare, which are specifically designed to help families and children. Other areas such as taxation, which are focused primarily on other objectives, but nevertheless affect families and children, also are examined.

TASK FORCE MEMBERS

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PREFACE

The work of the Postsecondary Education Convening Authority's (PECA) Task Force on Lifelong Learning was designed to relate to the agenda of the invitational conference sponsored by the Coalition of Adult Education Organizations, "Lifelong Learning in the Public Interest," held at the Wingspread Conference Center, Racine, Wisconsin, October 21 - 23, 1976. PECA was one of several cooperating organizations in that conference. The report was distributed in draft form at the Wingspread Conference. This final edition incorporates the revisions and comments submitted by conferees.

This report reflects what the Task Force found during its six-week journalistic investigation of the lifelong learning resources available outside of traditional postsecondary institutions in American society. Appendix A of this report was prepared in draft form for The Wingspread Conference by the National Center for Educational Brokering. It has been revised and reviewed for accuracy and supplements this material with an annotated directory of the organizations, associations, and agencies contacted by the Task Force. Appendix B provides an easy reference index to Appendix A.

Many thanks to Task Force members Barbara Hodgkinson, Peg Kaplin, Ian McNett and George Nolfi whose enthusiasm and hard work made this Task Force effort so productive. My appreciation also goes to James Broschart, Consultant in Lifelong Learning to the U.S. Office of Education; to James Heffernan, Associate Professor, Department of Higher/Postsecondary Education, Syracuse University; and to Ken Fischer, Director, Postsecondary Education Convening Authority, who worked very closely with me and gave of their time and expertise in preparing this document for publication. Finally, my thanks to Janet Carl, consultant to PECA who did the final compilation of the material for the Appendices.

Marilyn Kressel, Editor
Associate Director
Postsecondary Education Convening Authority
Institute for Educational Leadership

February 1977

INTRODUCTION

Who are we?

We are a four-member Task Force sponsored by the Postsecondary Education Convening Authority of the Institute for Educational Leadership. We were formed to do some nosing around in an effort to examine what's available in the lifelong learning universe--specifically in those organizations not traditionally associated with the American postsecondary education establishment. We do, however, include some of the nontraditional programs going on in several traditional postsecondary institutions.

For our purposes, we let the definition of "lifelong learning" remain sufficiently general so that we could develop responses from as wide a variety of groups as possible. Our investigation tapped into the present and future educational agendas of a number of organizations. We had no preconceived notions of what constituted these learning menus and we certainly were not restricted to those course offerings which took the shape of structured schooling or systematic instruction.

Because of the sheer magnitude of this world, both organized and unorganized, and our limited time and resources, we took a sample of what was out there and went at it.

What did we do?

-We interviewed a diverse collection of fascinating, knowledgable individuals deeply involved in the educational components of their organizations.

-We queried representative organizations of:

- business and industry
- labor unions
- federal, state and local governmental agencies
- the military
- women's groups
- religious organizations
- professional societies
- minority organizations
- educational institutions (public and private)
- political groups and political education groups
- consumer agencies and organizations
- environmental groups
- free universities
- museums
- libraries

A listing of the organizations is included in the Appendices.

-In several cases we probed for special educational programs offered to senior citizens, mentally and physically handicapped adults, and those in need of adult basic education.

What were our objectives?

1. To identify the present and future agendas of various sectors of American society for providing educational services to their constituents and to the general public.

2. To compare these undertakings of the various sectors for similarities and differences.

3. To identify areas where cooperation between groups might be possible and plausible.

4. To identify potentials for links between the needs, wants and demands of some groups with the services offered by others.

5. To identify needs, wants and demands for which there are currently no services available.

What did we discover?

A lot. We uncovered some of the rich educational resources available to us all and, most important, we reaffirmed what many earlier studies have revealed, namely that there are many ongoing, established educational programs out there in the sometimes obscure niches of organizational structures existing outside traditional postsecondary institutions. There are some exciting innovations and there are groups whose educational offerings have been strengthened through cooperative relationships with other organized groups. We also observed many areas with great potential for increased cooperation and we felt it would be important to point out, from our perspective, what cooperative relationships presently exist, and where additional links between groups could make a wider range of educational opportunity available to more people.

We found that the populations best served were most frequently those who had already achieved the most education--the middle class. Yet among the organizations we queried, it was generally acknowledged that the vast population of the disadvantaged are underserved. Coupled with this realization, we encountered perplexity over how the needs of these groups might best be met.

It was the intent of our undertaking and of this report to provoke discussion, to provide you with an introduction to the non-formalized lifelong learning opportunities which exist in this country, and to attempt a preliminary examination of these vast resources. Our work was not formalized research. Instead, it was a short-term intensive endeavor designed to be completed in time for the Wingspread convening.

This report reflects two dimensions of our efforts--first, our survey of available educational resources, and second, a suggestion of more inter-organizational linkages as one possible solution for the problem of reaching more people more effectively. We've offered our caveats, observations and assessments of where such future cooperative efforts might enrich this universe of educational opportunity.

Barbara Hodgkinson
Peg Kaplin
Ian McNett
George Nolfi

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LIFELONG LEARNING: WHERE DO WE BEGIN?

All of us, regardless of our age, are living in a world we weren't born into. The world changes, and we change every day. We must continue to learn throughout our lives--today's learning is for survival in tomorrow's world. And tomorrow we must be prepared to learn again. In this context, we start with a number of premises:

- Adulthood does not mean we have attained some magic plateau where we cease to develop and our learning needs are fulfilled. The first two decades of life--our formal institutionalized learning--cannot begin to prepare us for the half-century of living which follows.

- Schooling at age six does not educate us for life at age sixty. Was the learning of fifty years ago meaningful preparation for coping with today's society? Was the learning of even a few years ago adequate preparation for confronting the stresses and demands of tomorrow's world?

- Every age, every stage of adult life brings us to a new host of learning needs. Yet one fifth of all adults in America do not have the basic literacy skills necessary to maintain even a minimum standard of living.

- Over one-half of the total population in America--from the highly educated to the drop-out--barely keeps up with the knowledge requirements created by the rate of technological advance and change. Therefore, each of us is probably lacking in some skill or competency.

Learning cannot be restricted to a traditional school environment. Traditional, institutionalized education--the provision of training by an external teaching resource--cannot keep pace with individual learning requirements throughout an adult life. Learning must continue throughout life and we must accept the responsibility for undertaking and perpetuating most of that learning ourselves. Our learning needs are real and immediate. They are changing faster than educational systems, programs and providers. We must, then, each of us, design our own lifelong agenda for learning. From here we can make some logical observations:

- Many of us are already gathered into self-formed groups. We cluster into associations, professional affiliations, communities and employment settings. All of these activities contribute to our learning experiences--some do it explicitly, some implicitly.

- Our organizations offer diverse educational services for constituents and prospective constituents. Yet many organizations are in a quandary--they fall short of what they might ultimately

like to do educationally because they may be missing some area of expertise.

- Many of these organizations have the potential to furnish the pieces for each other's incomplete educational puzzles. Coordination, cooperation and simple awareness of others could stretch and enrich scarce resources, diminish duplicated efforts, lower unit costs, and ultimately, benefit more people. Such coordination taps into already established networks and could generate more efficient, responsive learning which continues throughout life.

WHAT'S GOING ON?

A Brief Overview:

We contacted approximately 150 organizations, associations, institutions, and agencies (see Appendices). Those which had educational missions fell into three broad categories that were not necessarily mutually exclusive. Very simply they were:

1.) The Providers. The direct services of the providers take the shape of short courses, seminars, audiovisual and cassette materials, films and so forth. Provider's services fell into the subcategories of:

a. Those services provided to organization members or to the employees of business and industry to upgrade and update knowledge and skills.

b. Those services provided to the general public for general interest.

2.) The Brokers. These are the stimulators--"connectors" which encourage participation of the populace in lifelong learning through technical assistance, referrals, information sharing, coordination and advocacy.

3.) The Validators. These organizations provide official recognition of lifelong learning experiences by accrediting courses, or certifying individuals who complete a prescribed number of hours in lifelong learning.

These three categories suggest the appropriate latitude which exists for the diversity of educational activity presently underway in all the sectors we investigated. The services ranged from the most sophisticated management training and development programs to avocational courses. The spectrum of provided services shifts with the needs and interests of each organization's constituents.

What follows is a sampler of how we organized programs within each of these sectors--by description, implementation and objectives. The kinds of organizations included:

Business and Industry
Federal, State and Local Government
The Military
Labor Unions
Professional Societies
Formal, Non-Profit Education
Proprietary (Formal, Profit-Making) Education
Free Universities
Museums, Libraries and Community Agencies
Consumer Education Groups
Political Education Groups
Church and Religious Groups
Women's Groups
Senior Citizens' Groups
Minority Group Organizations
Services for Handicapped Adults
Adult Basic Education (ABE) Programs

BUSINESS AND INDUSTRY

Hundreds of millions of dollars are spent each year to provide employee training which ranges from entry-level basic skills to high-powered, sophisticated management training. Among the companies which offer such programs are The Eastman Kodak Company, Trans World Airlines, Inc., Xerox Corporation and Consolidated Edison of New York, Inc.

Approximately two-thirds of large corporations offer educational programs. Some of these training programs are in-house. Others are contracted for with both public and proprietary educational institutions. Still other educational benefits are in the form of employer subsidy to individual employees as tuition reimbursement. A study of a sample of 6000 employees done in Massachusetts revealed that roughly 60% of the individuals enrolled in evening degree programs, continuing education or extension programs of academic institutions are receiving some form of employer subsidy.

We also found that in-house training programs usually focus on technical and vocational skills, business management and sales training, general skills improvement and executive development. There are instances in which college credit is granted upon completion of programs which either are run jointly by the employer and an academic institution, or just by the company itself. The Raytheon-Fitchburg State College program in Massachusetts is an example of the former. All instructional programs are conducted on the Raytheon facilities by company personnel and hired instructors. The degree is granted under the authority of Fitchburg State College. Other companies which sponsor similar degree-granting programs are I.B.M., A.T.& T. and General Electric.

The Raytheon-Fitchburg arrangement exemplifies what are a number of college credit arrangements involving the pairing of companies and institutions. In addition to this type of formal arrangement, mechanisms also exist for the granting of college credit to employees through a series of course evaluations, recommendations and through the validation of life experiences and other forms of non-credit education.

Employers also benefit themselves by establishing credit and non-credit professional and personal development programs. Through such programs, employees at all levels of business and industry are given the opportunity to increase their skills and ultimately offer more on-the-job productivity to the employer. Raised morale is often cited as another advantage for the employer. However, the extensive educational activities in many large companies should be contrasted with the large percentage of many smaller companies which usually do not offer educational programs or subsidies.

FEDERAL, STATE AND LOCAL GOVERNMENT

Government spends a huge amount of money on employee training. The federal government is probably the largest single purveyor of lifelong learning activity in the world. Federal government-sponsored employee training programs teach everything job-related from typing and filing, to advanced management and technical skills. Many state and local governments follow suit. The latest available federal figures for fiscal year 1973 show that about 958,617 instances of training were performed at a cost of $215.8 million.

Each federal department and agency offers its own training and development programs for employees. Individual departments and agencies provide 80% of all training and development for federal employees. The U.S. Civil Service Commission provides 5%-7% and non-governmental sources provide the remainder.

The Civil Service Commission also provides grant funds, technical assistance and personnel exchanges for state and local governments and technical assistance for other agencies to help improve the effectiveness of their training and development programs. Civil Service seeks to eliminate duplication by coordinating inter-agency training for similar activities. The Commission's primary interest is to provide programs for executives and management personnel through coordination of the Education and Public Management program and by operating centers including the Federal Executive Institute in Charlottesville, Virginia, four Executive Seminar Training Centers, and centers in each of the Commission's ten regions.

"Institutes of government," "public service institutes," "bureaus of government research" and other similarly titled agencies provide training at the state and local levels under the auspices of state universities and land grant colleges. A few years ago, the National Training and Development Service (NTDS), which offers training for middle and upper-level management officials of state and local governments, was created through the joint efforts of the National League of Cities, the U.S. Conference of Mayors, the National Governors' Conference, the International City Management Association, the National Association of County Officials, the Council of State Governments and the National Conference of State Legislatures. NTDS offers about 100 programs per year and reaches 3,000 to 4,000 people annually. Its staff is supplemented as necessary by practitioners and members of the academic community.

THE MILITARY

The military provides the most sophisticated educational delivery system to be found in the country with massive supporting research and development. There are essentially three types of educational programs provided by the military:

1. Training associated with performance of military job-related functions.

2. Professional education, primarily for the officer corps, not always related to present on-the-job function.

3. Voluntary education for which roughly 75% of expenditures goes for tuition assistance for learning at various public and private educational institutions and organizations.

Education and skills training is a major attraction for potential recruits in our volunteer forces. The need for this type of attraction has led to the development of the Serviceman's Opportunity College--a guaranteed "transferability of credits for courses arrangement"--and the Community College of the Air Force which presently has 28,000 registrants who take about one half of their training in civilian institutions. There is also the Defense Activity for Non-Traditional Educational Services (DANTES) project which is primarily a testing and correspondence service for military personnel.

LABOR UNIONS

Many unions have negotiated job-related education benefits for their membership. Since 1964, for example, the United Auto Workers Union has had a contract providing up to $500 per year in tuition reimbursements for eligible members. Other unions have loan fund arrangements to supplement the educational benefits which members receive from their employers. Some unions provide their members with training in union management and collective bargaining. These training programs are sometimes coordinated with labor studies centers at universities.

Union members also seek education from proprietary schools and other intensive short-term programs, especially during strikes and periods of layoff when enrollments are observed to jump substantially. At these times of uncertainty, union members seek new types of training to prepare them for new jobs.

Many union leaders claim that the basic need of today's worker is self-fulfillment. The International Ladies' Garment Worker's Union has found, for example, that its membership demands extensive educational programs unrelated to the world of work. The union has responded with support for programs in music and art appreciation, painting, crafts, etc. There is additional evidence to suggest that union members, in fact, want recreational and avocational interest courses and some of the strongest support for programs offered under union auspices is found for these programs. One union leader commented, "continuing education in terms of job upgrading is actually low on the priority of most workers...while there is some desire for job upgrading, it is nowhere near as great as educators would like to believe."

PROFESSIONAL SOCIETIES

Most societies offer short courses, seminars, lectures, audio-visual presentations, films, cassettes, etc., to enable members to upgrade and update their professional abilities. For example, the American Institute for Certified Public Accountants offers some 90 courses in accounting through its state and local chapters. Certain medical specialties associations accredit a variety of continuing education courses for physicians in order to facilitate the participation of health professionals in a number of hours of continuing education. A variety of pressures from consumers and the growing demand for regulation of the medical profession has increased the efforts of these professional societies.

FORMAL NON-PROFIT EDUCATION

The most well-known opportunities for the general public exist in both public and private educational institutions which provide a variety of continuing education programs for the professions, for the public, and for members of the often neglected categories--the elderly, the handicapped, and minorities. Many public schools offer adult education programs, and colleges and universities have a wide variety of extension or continuing education programs.

PROPRIETARY (FORMAL, PROFIT-MAKING) EDUCATION

Programs in the proprietary sector offer a large proportion of the available lifelong learning opportunities. Millions of Americans acquire a variety of skills from these profit-making institutions which provide instruction in everything from avocational interests, such as dance and meditation, to vocational skills such as computer programming and typing. Many proprietary schools have contractual arrangements with industries to do specialized training. It is interesting to note, however, that the major expenditures in proprietary education are in the avocational offerings which attract the largest proportion of enrollments.

FREE UNIVERSITIES

Free universities offer courses in anything which anyone will teach. For example, the University for Man (UFM) in Manhattan, Kansas, offers two or three hundred courses per year in arts and crafts, earth, sports, spiritual awareness, women, self, practical-intellectual politics, fine arts, food community, and so on. Anyone may teach and anyone may learn. "The only prerequisite is curiosity." Courses are offered free at UFM, (but not at all free universities). If a course has no enrollment it is discontinued.

MUSEUMS, LIBRARIES, AND COMMUNITY AGENCIES

Cultural enrichment programs are offered by these institutions. The Smithsonian Institution's resident associate program with its 38,000 members offers classes in the arts, sciences and humanities. The Boston Public Library, with a grant from the National Endowment for the Humanities, offered last year a historical survey of "Boston: An Urban Community," which examined topics such as the city's architecture, immigration and family life. Numerous libraries across the country also offer independent study programs to adults.

CONSUMER EDUCATION

Federal, state and local government agencies offer a variety of consumer education courses. Topics range from how to buy economically, to how to identify fraudulent practices and how to use food stamps and/or credit. The National Consumer Information Center, which exists to serve minority and low income consumers, offers training for staffs of community action programs and provides materials for consumers, conferences, and television programs.

POLITICAL EDUCATION

The League of Women Voters and other private organizations are actively engaged in political education for constituents and for the general public. The League does research and writing, gathers and analyzes data, and disseminates information through the media and in workshops.

Political parties are also engaged in education of the general public. Focusing on "how to win an election," the parties provide campaign training schools and counseling to candidates and campaign workers.

CHURCHES AND RELIGIOUS GROUPS

The churches and religious groups have the largest audience for adult education. This sector offers extensive lifelong learning programs to members. For example, the Adult Jewish Education Department and the Program Department of B'nai B'rith deals with Jewish topics through such mechanisms as "living room learning" groups held in private homes and week-long summer institutes led by Jewish scholars.

Catholics, Mormons, and the Protestant denominations also offer extensive religious and general education programs. Moreover, many churches are engaged in a number of cooperative ventures which will be discussed later.

WOMEN'S GROUPS

These organizations are of two types--those which perform advocacy/direct action and those which are not primarily activist but rather focus on providing education to members. Those with an educational emphasis include the American Association of University Women and the General Federation of Women's Clubs. These two groups develop programs around particular topics and offer them to members of their local chapters. Representatives of more action-oriented groups are the National Organization of Women (NOW) and the Women's Equity Action League (WEAL). WEAL, for instance, offers expert testimony on women's issues before legislative committees and supplies instructional kits to members filing discrimination complaints. NOW's 25 task forces are directed out of the appropriately titled national action center in Washington, D.C. Sometimes the advocacy/education functions overlap as is the case with the National Congress of Neighborhood Women, a smaller organization which has formed a two-year college for working women in the Williamsburg-Greenpoint-Northside section of Brooklyn.

SENIOR CITIZENS

Senior citizens are served by various types of programs offered by different kinds of organizations. For example, the National Council on the Aging provides guidance for coordination of "senior centers" through the National Institute of Senior Centers. These offer courses in arts and crafts, legal aide training, psychology, languages, and so on. At some centers participants can earn a degree or certification from a local community college. The American Association for Retired Persons/National Retired Teachers' Association sponsors 44 "Lifelong Learning Institutes" around the country. These Institutes set up classes according to the desires of local members.

MINORITY GROUP ORGANIZATIONS

Advocacy and direct action rather than education are the primary focus of these groups, although some do provide extensive educational services. For example, the National Urban League has the nations's largest apprenticeship outreach program for the construction industry. Its Labor Education Advancement Program provides recruitment, tutoring, counseling, and supportive follow-up services for individuals who want to enter established apprenticeship programs.

SERVICES FOR HANDICAPPED ADULTS

Only recently have handicapped adults come to the attention of educators. Previously, many of these adults never received any educational services. The emphasis still tends to be on children and young adults. Lifelong learning for handicapped adults is a very new concept. An example of the emerging new programs for handicapped adults is the wide range of community education courses offered to develop mentally disabled adults by the Mental Retardation Association of Utah. The program focuses on self-care skills, promoting more normal development and determining the needs and goals of participants. Another innovation in education for the adult handicapped is at Camarillo State Hospital in California where, for the first time, the adult patients are being taught reading and math.

ADULT BASIC EDUCATION ACT (ABE) PROGRAMS

These programs are designed to provide basic literacy skills. Unfortunately, participation in ABE programs is only one percent of the 57 million target population of adults (all persons 16 years and older not enrolled in school and who have not completed their secondary education). In addition, participation in ABE programs in any given year is only four percent of the 15 million adults with less than 8 years of school. These figures come from some studies done for the Division of Adult Education, U.S. Office of Education.

The bulk of the ABE programs funded by the U.S. Office of Education is provided by the public school system, although public libraries and various community agencies also provide adult basic education services. The Denver Public Library, for example, provides volunteer tutors to teach reading and it pays teachers to teach English as a second language to Spanish-speaking people and the new influx of Indochinese refugees.

THE UNMET NEEDS: WHAT'S NOT GOING ON

Despite this array of educational services, we discovered in our lifelong learning universe that many unmet needs still exist. What educational services have yet to be provided? Who are the people not being served? And what is wrong with what is presently out there?

According to the Adult Performance Level Study, directed by Norville Northcutt at the University of Texas, 20% of the total American population is inadequately prepared to function in our society. This group is unable to use necessary skills and knowledge to meet the requirements for adult living in today's world. Primary skills in which the 20% were deficient were identified by the study as:

- communication skills
- computation skills
- problem solving skills
- interpersonal relation skills

General knowledge areas in which the group was deficient were:

- consumer economics
- occupational knowledge
- community resources
- health
- government and law

The study determined:

> "A person is functionally competent only to the extent that he or she can meet the requirements which are extant at a given point in time. If the requirements change and the individual does not adapt by either acquiring more or different knowledges and skills, then that person becomes less competent. Functional competence is a dynamic process, rather than a static state."

The study also determined that functioning with difficulty is associated with inadequate income of poverty level or less, inadequate education of eight years or less of school, and unemployment or occupations of low job status. The most needy potential learners, those who fall into these categories, are to be found among the elderly, minorities, isolated rural populations, recent immigrant groups, handicapped and retarded individuals and migrant workers.

In the context of the issues raised by the Adult Performance Level Study, we observed the following problems in the groups of organizations we examined:

- In many cases programs have a narrow focus. Program content and delivery mechanisms need to be enlarged and revised so that more people are attracted to them.

- There is a pressing need to get out there, to reach, counsel and educate with responsive programs, the millions of our adults who are functioning with difficulty.

- Almost all lifelong learning providers identified through our investigation do not reach members of these groups. The exceptions were, of course, those providers whose agendas were developed for the primary purpose of reaching these groups. Many providers felt a responsibility for serving these disadvantaged groups yet their efforts were minimal.

- We found that the need for learning is often greatest among those most reluctant to seek out learning opportunities, probably because previous schooling has frequently been a painful, humiliating and alienating experience. In these cases, programs alone do not capture these groups into learning: imaginative outreach which is designed in conjunction with members of the groups to be served is of vital importance. Exploration is needed--what is successful outreach? How can we successfully meet the requirements of these groups which are hard to reach?

(We found at least one successful model in George Eyster's Appalachian Adult Education Center. The Center trains people who were themselves from the backwoods mountain areas, as paraprofessionals in the teaching of basic skills. These community people are accepted into homes as friends. In this capacity they can teach individuals or whole families to read and write and eventually prepare them to take equivalency tests for high school diplomas.)

- Those adults who are not proficient in the basic skills also have problems in job-related performance. Employees need to be provided with the fundamental verbal and mathematical skills needed on the job. Job-related skill training is frequently provided by the employers themselves, but who is responsible for providing the entry-level skills: reading, writing and mathematical computation? Low-skilled adults often hold insecure jobs. They need to be able to upgrade their skills to improve their ability to compete in the labor market. The tragedy is that the large numbers of chronically unemployed adults with no career potential are the potentially untapped resource for employers who are unable to find needed skilled workers. Education is the obvious missing link-- when do we begin to utilize it more effectively?

- Federally-funded manpower programs (Comprehensive Employment and Training Act--CETA) are not providing adequate skill training either. Moreover, the numbers of adults served by CETA programs is frequently far less than those in need of skill training. For example, in the District of Columbia estimates are that between 160,000 and 180,000 people are eligible for this program, but next year's budget allows for only 12,500 to be admitted. Furthermore, to qualify for participation in a CETA program, one must either drop out or fail to qualify for a job. Why aren't these programs adequately meeting the needs of these underserved? Year-to-year funding seems to promote program inefficiency. Time-lag and rapid shifts in job-market data also contribute to the difficulties in developing responsive CETA programs.

WHAT ABOUT THE GENERAL PUBLIC?

The public at large must meet a variety of general learning needs in order to cope with the growing complexity of today's world. Increased political awareness and preparation for concerned citizenship, including consumer and environmental education are becoming increasingly necessary in contemporary American society. Utilization of the media, particularly television, could become the most efficient and effective way to reach all of us, including low income, poorly educated citizens. Education should be provided on some of the basic problems which pervade the lives of many of us. The issues of child abuse, alcoholism, nutrition, mental illness and many other concerns can be dealt with intelligently and properly through an educated populace.

General public education also includes heightened awareness of existing political and social problems. The educated citizen forms more knowledgable insights and attitudes. For example, how many of us are aware that the blind are still discriminated against in admissions to postsecondary institutions, or that inadequate funding for the mildly and most educable retarded results in deficient programs for these groups?

THE NEED FOR LINKAGES

While educational resources are available in a wide variety of styles and packages, we found that there are serious difficulties in reaching enough people--particularly the underserved. We think that one approach to this problem is to establish greater interorganizational linkages. Our observations of existing linkages led us to believe that there is great potential for solving these problems through cooperative efforts of the many providers of educational services.

In the course of our investigation we discovered a paradox--many organizations, agencies and institutions are engaged in the same or similar activities, yet there is an incredible amount of effort and opportunity which falls between the cracks. In addition to the similarities between group efforts, we found similarities between what groups are not doing. The same populations are consistently underserved.

What we found, what we want to emphasize, is the need for more resource sharing, the need for mounting of joint programs to serve those presently not served, and the need to pioneer new types of services. This can only be the product of inter-group cooperation and a raised consciousness on the part of all these groups, of the need for linkages.

Clearly, there are many forms of learning required by our general population. We found that most of this ideal, comprehensive learning is related to an overriding need for local groups to know what other groups are doing, for a sharing of skills and resources and for mutually beneficial cooperation. Yet groups generally do not interact--they do not communicate.

We observed two related problems--underserved populations and duplication of resources--and we're suggesting as a possible solution to both: a better linking of organizations and coordination of resources. Through examples of some existing interorganizational linkages, we hope to illustrate how educational services are strengthened. We will also project the strengthening of other available services through potential future links and provide you with our analysis of what factors should be considered in establishing future cooperative efforts. We support interrelatedness and active coordination as an overriding effort for all members of the lifelong learning universe.

GETTING TOGETHER: SOME NOTIONS

A linkage can take a variety of forms. It can be constructed as a communication channel, a coordination of separate program activity, or cooperation in a joint effort. Linkages can exist between "bodies": institutions, organizations, government agencies and private industry, and within and across sectors.

Joint programs between different organizations can address similar needs. These include management training for administrators in different fields, the nonspeciality updating of practicing professionals, or general education programs of organizations that serve similar constituencies.

Information and idea exchanges among different sectors help eliminate duplication substantially, diminish reinvention of the wheel, and can generate new ideas for programs, new delivery methods, and new client groups.

Materials exchanges enable different sectors of society to benefit and learn from the work of others. Exchanges of curriculum packages, bulletins, other printed materials and cassettes can broaden perspectives and offer a wider variety of available resources.

Assistance and cooperation in developing course materials bring together different kinds of expertise from different sectors. Educational institutions and voluntary organizations can help each other, the former by developing or delivering curricula, the latter by providing insights into the problems, needs and learning styles of various client groups as a basis for the development of curricula.

Personnel exchanges between different sectors facilitate learning and broaden human resources for educational services.

CURRENT LINKAGES

A few examples of existing linkages:

-Professional societies (American Medical Association, American Bar Association, American Dental Association, American Psychological Association) often draw on the resources of universities for development of professional/refresher course materials and for faculty.

-The Civil Service Commission (C.S.C) provides money and technical assistance to the state Commissions to help improve the training and development of state and local employees. C.S.C. also utilizes information from corporations and from training and management associations in its efforts to improve its own management program.

-The Servicemen's Opportunity College involved cooperation between the military and civilian educational institutions, making credits transferrable between all member institutions and acceptable according to the Commission of the Accreditation of Service Experience (CASE) guide. The military sector also funds professional education for the officer corps, including fully funded graduate study, and provides tuition assistance for voluntary education at various public and private educational institutions.

-To serve the aging, about half of the 44 Lifetime Learning Institutes of the American Association of Retired Persons/National Retired Teachers' Association (AARP/NRTA) are co-sponsored by colleges and universities. There are some senior citizens centers that offer programs which qualify participants for a degree or certificate from a local community college. The Colorado Gerontological Consortium involves 28 institutions of higher education in cooperation, not only among themselves but with community agencies which serve the aging. The goal of the Consortium is to develop programs which best serve the needs of the elderly. Finally, the American Association of State Colleges and Universities cooperates with AARP in trying to stimulate programs for the elderly on member campuses.

-Twelve Protestant denominations have formed the Joint Educational Development Consortia which prepares resources, especially social action materials for mutual use. Additionally, the Adult Education Forum of the National Council of Churches joins Protestant and Catholic church representatives in discussing their individual programs and sharing of resources and insights.

-Unions and academic institutions have mutual arrangements. The New York City Labor College is a joint effort of the New York City Labor Council with Empire State College and Cornell University. The New York Local of the American Federation of State, County and Municipal Employees and the College of New Rochelle also have a joint program.

-The Free University Network is an example of broad cooperation within a single sector. It is a national association of free universities and learning exchanges which aids communities wishing to establish free universities, provides resources, and disseminates new information on the field via a monthly newsletter.

-The Community Education Center, part of the American Association of Community and Junior Colleges, works to foster cooperative relationships among the more than 900 member community and junior colleges, 52 centers for community education within colleges and universities and the 20 centers within state or county offices of education. Community colleges and public schools often cooperate in programming and the use of facilities.

The evidence is there. Where there are linkages, there are enriched programs serving more needs of more people. The key question is--how is a productive link established? What are the catalysts? It may be useful to examine one or two programs based on linkages in more detail to discover the mechanisms involved and the benefits derived.

A COUPLE OF EXAMPLES:

Over a decade ago, an examplary linkage was created in Massachusetts, between Fitchburg State College and the Raytheon Company (mentioned earlier in this report). While not the only one of its kind in the United States, this program has been particularly successful.

The linkage grew out of the forward-looking leadership of Fitchburg State College in response to the interests of the Raytheon Company in

providing an engineering degree program for its employees who were participating in company-sponsored engineering training. Raytheon, being a high technology company, found it advantageous to invest in in-house training for specialities such as computer science. Materials were developed by company scientists and engineers with contributions by academic consultants. The college, upon investigating the content, granted degree credit for successful completion of the company-designed, company-taught, in-plant courses. Thus,many Raytheon employees have completed bachelors' degrees which they probably would otherwise not have been able to do if the opportunity were not so accessible and the validation mechanism were not available.

While the Raytheon-Fitchburg relationship demonstrates the kind of coordination which produces an innovative structure for earning a degree, another type of cooperation in the linkage process is demonstrated by the Women's Action Alliance. This group has achieved the extraordinary feat of getting 92 national women's groups of diverse backgrounds--from the Council of the Southern Mountains, the Women's Committee of the Mattachine Society, Future Homemakers of America, through B'nai B'rith, Church Women United, Association of Women Business Owners, the National Organization for Women, plus Stewardesses for Women's Rights and the National Coalition of American Nuns--into an agreement with the U.S. National Women's Agenda and its clear statement of "what remains to be accomplished if women are to play a full and equal role in our nation's life." These women's groups feel strengthened by the fact that their goals are supported by so many women from such diverse organizations. They will now communicate among themselves on task forces striving towards a common goal to create a Women's Plan of Action which will define specific strategies for goal-achievement. Each organization will then assume a role in this united effort "which conforms to its own...resources."

SOME IMPLICATIONS FOR COOPERATION - THE TASK FORCE PERSPECTIVE:

From our vantage point it seems that there are quite a number of large organizations (such as the American Association of University Women, Church Women United, and B'nai B'rith) whose primary function is educational and who view themselves as involved in and committed to lifelong learning. These groups usually have special education or program departments which provide program guides, study guides, leader's guides, bibliographies, etc , for use by the local chapters. The local groups are supposed to study the background materials to become familiar with the issues and then use what they have learned as the basis for appropriate community action. The national program officials are concerned that the local groups may not be following through with action as often or as effectively as they could be.

On the other hand, there are a number of advocacy organizations who know what needs to be done, but who lack adequate resources to be as active as they should (Women's Equity Action League, the National Welfare Rights Organizations, La Raza, the Urban Coalition). Their activities involve lobbying, holding conferences, and training volunteers for social action.

Our perspective allowed us to objectively describe what is and is not going on within and between organizations. We were also able to do lots more with our findings--we speculated, "blue skied," and came up with our projections of how increasing the links between groups might solve some of the problems and fill some of the gaps which presently exist.

It would seem to us, for example, that these two types of organizations we've just described could reinforce each other's purposes. A local chapter of Church Women United, for instance, having newly acquired information on a particular issue, but not knowing how to translate it into action, could contact a local advocacy group, such as Women's Equity Action League, which is concerned with the same issue, and ask to be put to work. Availability of informational resources could also be advertised to the action groups.

Other observations we made:

There is a need for interaction between the large, broadly-based national organizations, and local groups which form their subset constituencies. For example,

-Local organizations involved with specific cultures or ethnic groups might obtain resources, for instance, from other established groups such as the Mexican American Unity Council or the Japanese American Citizens League.

-The National Welfare Rights Organization, the National Congress of Neighborhood Women, the Organized Migrants in Community Action (OMICA) as far as we know could be doing more to coordinate programs.

The linkages between these two kinds of groups need to be initiated by the national organizations or through local learning exchanges. A local group might decide to establish a learning exchange as the action component of some program in which it is involved. The concept of "interface" goes on and on. Groups with similar foci, agendas, constituents at state, national and local levels have enormous potential for integration of effort. Imagination and ingenuity can continue this list of possibilities.

There is also a need to establish local information exchanges or clearinghouses to make information from all groups accessible to each group. A clearinghouse provides the mechanism to improve identification of neglected populations and neglected subject areas. Identified successful programs could be centralized and tapped for their expercise. Programs in need of assistance would have the opportunity to publicize their dilemma and realistically expect response or some form of guidance as to where to seek possible solutions.

More interaction between educational institutions and such client groups as minorities, the handicapped or the unemployed would make it possible to tailor programs more closely to the needs of these groups. This interaction could take many forms (conferences, neighborhood counseling centers, street fairs, open houses) but should always involve representatives of the client groups in the planning.

Local chapters of professional societies could cooperate with schools, interest groups, libraries and community organizations to offer courses in such areas as legal rights, health care, mental health or environmental issues.

Sharing-sessions among different organizations at the local level could uncover knowledge and skills that would benefit the larger community. For example, local Audubon Societies or Sierra Club chapters might do more in the way of courses on environmental protection or natural history. Consumer groups and political groups could join forces with environmental groups to sponsor public forums and TV spots and broaden support for issues which concern them all. Joint committees of these groups might produce videotapes for cable T.V.

Cooperation involving private industry, proprietary schools, trade and technical schools and CETA programs could result in the reduction of welfare roles through the training and eventual employment of many more of the unskilled. While employers apparently are willing to provide on-the-job training and vocational classes, they are frustrated by the need to provide basic skills first. CETA programs have no funding for equipment and are forced to train people on outmoded machines. Perhaps one way to begin to solve this difficult problem is for proprietary and other types of trade and technical schools to take on some of the job-training subsidized by industries which would stand to benefit by the pool of more expertly trained workers. CETA programs could then concentrate on counseling, assessment of abilities, basic education, and more appropriate program placement of clients.

Industry and universities have opportunities to exchange learning facilities. Credit could be received by university students attending classes offered by industry. Much worthwhile training goes on in industry and there is potential for some of it to become a component in a standard university or college curriculum. Universities could contract with industry for educational services. Industry courses could be a part of a work/study program that would give students exposure to the world of work.

Church groups might be interested in doing more to work with groups representing the handicapped and retarded to explore ways of raising the public consciousness to the needs and capabilities of the latter groups. There are many myths and false assumptions about the handicapped which could be dispelled by more open discussion.

Many more educational programs would become available to the deaf if deaf-signers were provided. Organizations for the deaf would surely be willing to cooperate with those offering educational programs in this effort.

Museums have educational potential which is not always fully utilized. By working with community service agencies and organizations, outreach programs could be planned to affect senior citizens and minority groups who now do not make best use of museum resources. Vice-versa, senior citizens could be called upon by oral history programs to put their memories on tape.

The need for improved functional competencies cuts across income, class and political divisions: thus, education in consumer economics, health, community resources and government might be the responsibility of a wide range of organizations and institutions, sharing resources and facilities, but each serving its own constituency. Experts in the knowledge areas are potential teacher-trainers for the various groups, which could then utilize this teaching resource to adapt programs for local groups. An example of this would be senior citizens, trained by consumer educators, who would then go back to their senior centers or clubs and educate their peers.

A variety of community organizations and agencies (e.g. libraries, churches, YMCA's, Urban League) are teaching adult basic education in a variety of ways, some more successfully than others. Those we have contact with have a higher success rate than the public schools, yet they are all operating with inadequate funding. Ironically, U.S.O.E. funds for Adult Basic Education (ABE) go mostly to public school systems. If the alternative providers in each community or region could join forces, they could increase the numbers served by sharing facilities and materials, increase their success rate by sharing information on the most successful methods and materials, and seek funding jointly, whether from U.S.O.E., foundations, or private industry.

All ABE providers could work with consumer educators, public health services, and local government agencies to develop materials which would combine the teaching of reading and mathematics with the teaching of functional competencies. Environmental organizations and family planning agencies probably would be happy to contribute to this effort in their particular fields.

Better information should be centrally available concerning sources of federal funding. Most providers are not aware of all of the pieces of legislation (for example, Adult Basic Education, Continuing Education, Handicapped and Disadvantaged) which authorize funding for their programs.

It is also important to emphasize the potential role and great opportunities for state government action to expand lifelong learning. Many states have considered and some have acted to create nontraditional postsecondary institutions. Others, notably Massachusetts where the Adult Recurrent Education Entitlement Voucher bill is receiving favorable legislative consideration, are addressing the problem of equal educational opportunities for adults.

Another possibility we explored--there is a lot of potential for a variety of regional or community clearinghouses. Several states have already moved to create brokering agencies which are independent of any one educational sector. These agencies are client-oriented and community-based for maximum outreach. The Regional Educational Opportunity Center Program in Massachusetts is one of these. It provides counseling and testing services, disseminates information about all types of postsecondary education available in the area, provides financial-aid counseling, tutoring and support services and referral to other agencies. California and New York also have models which can be adapted to other states. This kind of service requires extensive linkages between educational institutions, social service agencies, media (for publicity) and the brokering agency. Agencies of this sort could be made available in all states.

Libraries often attempt to be a community clearinghouse for learning opportunities but have difficulty obtaining information about all of the programs in their areas. Advertising of this clearinghouse function would cause new and ongoing programs to make themselves known to libraries. This centralized information would be accessible to the community.

The impetus for groups to attach to each other should come naturally. But somehow it doesn't. Sometimes a crisis brings together very diverse groups within a community, but when the crisis has passed people tend to go their separate ways. We felt there certainly must be some way to perpetuate as a permanent social force the tight network and deep concern of one human being for another produced during crises situations. Again, we're blue-skying a bit. But if we could find the mechanism to bind us together, we could increase our opportunities for learning and enriching our lives.

FORMING LINKAGES: SOME CONSIDERATIONS

These speculated links could happen and, as we've found, some of them do. Yet, while some organizations might appear to have similar goals and functions, establishing linkages among them might be very difficult. To be aware of some pitfalls is to circumvent them. As we observed and projected, we noticed several principles which are applicable to the process of setting up links and building effective interorganizational relationships.

1) Move one step at a time. Avoid cataclysmic or "grand design" schemes; proceed incrementally.

2) Remember that different folks require different strokes. Differentiate among levels of needs, programs, people.

3) Consider the other priorities and agendas of groups. Note that each group may see itself going in a different direction.

The process of going slowly could mean selecting first the most obvious groups for linkage, not the obvious strange bedfellows. After easy linkages have been established, harder ones can be tried. We tend to think that if groups seriously want to work together, they may have some tough times, but they will be able to manage.

Often the implementation of linkages depends on the ability of organizations to complement rather than supplement each other. Here disparity may be an asset since the needs of the particular groups are probably more important than superficial similarities. For example, outside observers may not be struck by the possibility of a linkage between the General Federation of Women's Clubs and the American Council of the Blind, but the second organization is working for a better life and better acceptance for blind people and the first, in their efforts to translate their interest in the environment into action, have suggested that their local groups create a braille nature walk. The know-how for such an endeavor might certainly come in part from the American Council of the Blind. The beauty of such a linkage is the additional, initially unrecognized, benefits that accrue in the implementation--sensitivity to the needs of the blind, greater awareness of the environment for everyone involved, recognition of the value of the sense of touch and the use of that sense to enrich the perceptions of seeing individuals.

When, however, linkages will not be complementary, but will depend on the degree of similarity between organizations, the following factors should be considered:

1) Intent--What are the basic purposes of the respective organizations' programs? What are their goals? (Programs aimed at improving worker productivity and organizations dedicated to securing workers' rights may not make the best match!)

2) Content--What is being delivered or provided to the organizations' clientele? Are materials compatible on cultural and social terms? (Materials written for ABE programs in the rural South and urban North may be substantially different).

3) Audience--What are the respective clientele like? How do they differ? Implications of age, race, sex, socioeconomic status, urban-rural and employed-unemployed distinctions must be carefully considered.

4) Programs--What are the principal program offerings of organizations to be linked? What is their emphasis and their balance regarding outreach, delivery, advocacy, instruction, referral or counseling services?

5) Needs Differentiation--What needs are the targets of services/programs of organizations to be linked? Is the focus on "wants" or on "needs" or on "demands" of clientele and target groups? Services may be in response to casual likes or interests, to essential well-being needs, or to special interest and pressure groups demands.

6) Permeability--Are the organizations to be linked open to coordination? Do they sense a need for each other to meet their own objectives? How flexible, how jealous of "turf" prerogatives, are staff and leaders?

These points suggest that while coordination of efforts or pooling resources through organizational linkages may be important, they may not always be easy. There are pitfalls in trying to link organizations which are superficially similar. In some of these cases, perhaps linkages should not even be attempted; in other cases, an awareness or foreknowledge of differing agendas, programs and clientele between organizations might require moving far more slowly to effect useful linkage.

MORE ADVICE: DO YOUR HOMEWORK

Just as we have suggested guidelines for establishing linkages, we have suggested guidelines from our point of view for anyone considering where we go now in lifelong learning.

First, it is essential to investigate what has already been proposed or undertaken elsewhere. Often, apparently new ideas and initiatives are proposed in the lifelong learning field without the proposers adequately examining whether the same idea is embodied in existing proposals, existing operating programs, or existing and pending legislation at the state and levels. If sufficient time were always taken to investigate, acknowledge, and learn from existing initiatives, progress in the field would be easier, faster, and more cost-effective.

Second, proposals for new federal legislative authority in the lifelong learning field must consider the already existing specific legislative provisions (200 plus) administered by all federal departments which now provide funds for initiatives. In addition, several other pieces of legislation provide authority for other possible initiatives. Provisions of legislation in labor, public welfare and defense furnish still other opportunities. Those who would implement in lifelong learning should make creative use of existing legislative authority. (For instance, consult the U.S. Office of Management and Budget's Catalog of Domestic Federal Assistance Programs for what's available. Pam Christoffel, Consultant, College Entrance Examination Board, has compiled such a listing, Federal Programs Supporting Lifelong Learning, for the Postsecondary Education Convening Authority.)

Third, precision is essential in identifying needs, target groups, priorities and operational characteristics of new lifelong learning initiatives. It is particularly important to determine which needs and developments can be taken care of by the private sector, and which require government intervention. Sound, cost-effective federal programs, when they arise, must be limited, specifically targeted, and precise in their operation.

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CONCLUSION:

Our most gratifying discovery in the course of our work: sizeable opportunities for lifelong learning exist. Often, the individual must actively seek out the opportunities, but they are there. Abundant learning experiences are available in many sectors of our society. The number of dollars spent to educate adults on and off the job is so great that education has become one of our largest industries.

Along with the satisfaction of uncovering the range of educational opportunity was the disappointing discovery that groups frequently duplicate each other's efforts at the expense of the "have-nots" in our society. We have seen that there still exists a great need for adult-competency skills and for basic job-skills training.

A more full realization of broad-based lifelong learning is inhibited by lack of access by the underserved. Provision of educational services alone does not deal with the problem of making services accessible. One fifth of our adults are functioning with difficulty, but how can we reach them? Do they want to be reached? Is it our responsibility to build the "want" factor--motivation--into our lifelong learning programs and services?

The providers are not always meeting the needs of the learners. Unions have pointed out that educators follow their own learning priorities rather than those of the workers they seek to serve. It will be necessary for the providers to continue to assess the needs of constituents as lifelong learning agendas are developed.

Our observations have led us to press for more and better linkages among groups. We must encourage the components of our lifelong-learning resources to recognize commonalities and the advantages of working together to avoid overlap and duplication of effort. We realize that the obstacles to establishing linkages--different styles, notions of "turf" and lack of awareness--are frequently deterrents to more effective cooperative efforts.

We conclude this report with our original intent--to provide substance for discussion and a preliminary overview of what's out there and what we need to do. We gathered the data, we analyzed and we conjectured. We hope our work has been an impetus for more investigation and future action.

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Introduction to Appendices

In preparing the Report of the PECA Task Force on Lifelong Learning, the Task Force members obtained a great deal of information, not all of which was utilized in the body of the report. It occurred to the writers that this information (almost one hundred and fifty names, titles, addresses and statements of organizational purposes and programs) could prove useful to other professionals involved in education. While the following list of resources is neither systematic nor entirely representative, it provides a source of leads and contacts in a variety of agencies, organizations, projects and institutions.

The first draft of this annotated directory was prepared by the National Center for Educational Brokering (NCEB), a clearinghouse, consulting and development center established to further the process of educational brokering programs. Through the efforts of the NCEB staff, the interview notes of the Task Force members were distilled into the present directory format. The directory (Appendix A) and the index (Appendix B) were prepared for final publication by Janet Carl, a consultant with PECA.

The organizations listed in Appendix A are grouped alphabetically according to Task Force categories; the names of agency contact persons are included as are addresses, phone numbers and a brief statement of the agencies' purposes and programs as they relate to lifelong learning. The sections on military, employer, and labor and union programs include only the addresses and phone numbers and, where available, the name of the contact person. Most of the information was current as of May, 1976. Appendix B is an index of the organizations listed in Appendix A for easy reference.

The appendices are included to provide program planners, administrators, counselors, brokers and other practitioners in the field of adult education and lifelong learning useful information about the current programs being implemented by a variety of "providers." Hopefully interorganizational cooperation and linkages can be facilitated through the use of this information. While it is essentially a sampler and not a systematic survey, this directory might form the basis for a more comprehensive inventory of lifelong learning resources.

ADULT BASIC EDUCATION PROGRAMS

Appalachian Adult Education Center
Morehead State University
UPO Box 1353
Morehead, KY 40351 606-783-4950

George W. Eyster, Executive Director

Purpose: To teach Appalachian mountain people the basic skills

Program: Paraprofessional training for volunteers from Appalachia who teach their peers reading, writing and coping skills to deal with the modern world

Catholic Archdiocese of Washington, Office of Social Development
2800 Otis St., N.E.
Washington, D.C. 20018 202-529-2550

Charlotte Hannan, Coordinator, Adult Basic & Continuing Education

Purpose: To provide adult basic and secondary education and job counseling and placement to individuals from Black, Spanish-speaking and Korean communities in and near Washington, D.C.

Program: -Instruction in English, Spanish, math, reading, typing, shorthand and sewing which may be used as preparation for the General Educational Development Testing Program and Civil Service and Citizenship exams
-GED testing center
-Job counseling and placement service provided by former Peace Corps and VISTA volunteers serving with the Independent Foundation

Council of the Southern Mountains
Drawer N
Clintwood, VA 24228 703-926-4495

Elmer Rosnick, Staff Coordinator

Purpose: To facilitate communication and cooperation among the people of Applachia

Program: -Workshops on revenue sharing
-Community health clinics
-Resource and Information Center
-Mountain Life and Work, monthly publication
-Paralegal training

Dallas Public Library
1954 Commerce St.
Dallas, TX 75201 214-748-9071

Jean Brooks, Director, Independent Study Program

Purpose: To provide tutorial and support services for independent students preparing for the GED and College Level Equivalency Program (CLEP) exams

Program: -Study guides
-Cassette tapes, slides
-Staff support for students

Denver Public Library
1357 Broadway
Denver, CO 80203 303-573-5152

Henry Sherouse, City Librarian

Purpose: To assist adult learners decide what they want to learn and how to build appropriate programs

Program: -Volunteer tutors to teach reading, English as a second language to Spanish-speaking and Vietnamese learners
-Staff support for self-directed learning programs
-Assistance in preparation for CLEP exams
-Referrals to adult education programs

Enoch Pratt Free Library
400 Cathedral St.
Baltimore, MD 21201 301-396-5430

Emily Reed, Director, Adult Services

Purpose: To assist people in building a learning program

Program: -Interviewing learners in order to assess needs
-Assistance in GED and CLEP exam preparation
-Media center which includes visual equipment and instructional tapes for the use of adults with poor reading ability

(Part of the Consortium for Public Library Innovation of the College Learner's Advisory Service)

Hannah Harrison School
4470 MacArthur Blvd.
Washington, D.C. 20007 202-333-3500

Sophie Edelsberg, Director, Public Relations and Admissions

Purpose: To train "displaced homemakers", i.e., divorced or widowed women who have no job skills

Program: Instruction in practical nursing and institutional housekeeping management

Independent Foundation
1028 Connecticut Ave., N.W., Suite 618
Washington, D.C. 20036 202-785-1730

Raphael Semmes III, Executive Director

Purpose: To assist adults studying for the GED and to provide job placement and counseling

Program: Former Peace Corps and VISTA volunteers serve as volunteer teachers and vocational counselors in the evenings and Saturdays

Tulsa City-County Library System
400 Civic Center
Tulsa, OK 74103 918-581-5168

Suzanne Boles, Community Services Coordinator

Purpose: To assist clients (particularly low-income groups) with basic education and GED preparation

Program: English language program and other coping skills materials, e.g., "Living in Tulsa" tapes, for relocated Vietnamese

United Planning Organization of the National Capital Area
1021 14th St., N.W.
Washington, D.C. 20005 202-638-7300

Walter E. Colemen, Director
Meridith Olson, Section Manager, Career Training
Office of Manpower Programs

Purpose: To provide assistance to unemployed or underemployed persons (those below the official poverty line) in Washington, D.C., in the areas of basic education, vocational training and career orientation

Program: -Basic education at the YMCA
-English as a second language at the Spanish Development Center
-Vocational education at the Opportunities Industrial Center and the D.C. Skills Center
-High School equivalency through the D.C. schools, Catholic Archdiocese, and Urban League

CHURCHES

American Baptist Churches
Valley Forge, PA 19481 215-768-2000

Eleanor Menke, Director, Department of Ministry with Adults, Board of Educational Ministries

Purpose: Leadership training for adult educators

Program: Learning One Lab, a week-long workshop for adults in the Church's educational ministry

B'nai B'rith
1640 Rhode Island Ave., N.W.
Washington, D.C. 20036 202-393-5284

Mort Feigenbaum, Field Service Director, Adult Jewish Education
Susan Brown, Assistant to the Director, Program Department

Adult Jewish Education Department

Purpose: To provide texts and study materials for courses concerned with Jewish topics held at the local level

Program: -Livingroom learning groups using resources provided by the national office
-Week-long summer institutes on religious topic led by Jewish scholars

Program Department

Purpose: To provide resources on a variety of educational topics

Program: -"Interest groups" in lodges or chapters
-B'nai B'rith Magazine and National Jewish Monthly
-24-hour clearinghouse phone service
-Roundtable discussions
-Book service

Other Departments

Program: -Exhibit hall
-Library
-Leadership training
-Communications
-Community and volunteer service
-Aliyah Information
-Anti-Defamation League
-Youth organizations
-Career counseling

Church of Jesus Christ of the Latter Day Saints

Brigham Young University
Provo, UT 84601 801-374-1211

Richard Henstrom, Assistant Dean, Continuing Education Division

Purpose: To provide continuing education opportunities to church members

Program: -Nonreligious education such as correspondence courses, centers overseas, adult external degree programs
-Development and distribution of Sunday School materials

Church Women United

475 Riverside Dr., Room 812
New York, NY 10027 212-870-2347

Alice Leoppart, Director, Community Services

Purpose: Identification of priority areas of study for members at the local level

Program: -Providing resource materials related to priority areas
-Aiding members with competency skills, e.g., planning, financial management, budgeting resources

General Conference of Seventh Day Adventists

6840 Eastern Ave., N.W.
Washington, D.C. 20012 202-723-0800

D.W. Holbrook, Director of Programs and President of Home Study Institute

Purpose: To provide membership with opportunities for continuing and religious education

Program: -Correspondence courses, credit and non-credit
-Extension classes conducted in churches
-Specialized courses for in-service training or self-improvement for church employees

Hadassah

50 W. 58th St.
New York, NY 10019 212-355-7900

Naomi Sarlin, National Educational Consultant

Purpose: To provide basic Jewish education as a background for intelligent and creative Jewish living in America

Program: -Study guides
-Films
-Publications
-Leadership training

Joint Educational Development Consortia
110 Maryland Ave., N.E.
Washington, D.C. 20002 202-544-0252

Bettie Currie, Staff Associate

Purpose: To share resources among members

Program: Preparation of social-action materials tailored to the needs of each denomination

National Conference of Christians and Jews
43 West 57th Street
New York, NY 10019 212-688-7530

Len Aries, Senior Vice President
301 Southern Building
Washington, D.C. 20005 202-737-5353

Purpose: To build interracial and interreligious understanding within the American community

Program: -Summer workshops for teachers and community leaders
- In-service human relations training programs
-National Center for Quality Integrated Education (funded by the Ford Foundation)

National Council of Churches of Christ in the U.S.A.
475 Riverside Dr. 212-870-2151
New York, NY 10027

Blaine Fister, Director, Adult Education Forum

Purpose: To share resources

Program: Representatives from various denominations meet to discuss programs and training of adult leaders

Salvation Army
120-130 West 14th St
New York, NY 10011 212-243-8700

Eunice Atwood, Education Division
George Nelting, National Chief Secretary

Purpose: To provide continuing education for all officers and employees

Program: -Enrollment in approved programs at local colleges
-Home League for community women
-Music instruction at 8-10 day camps

Southern Christian Leadership Conference
330 Auburn Ave., N.E.
Atlanta, GA 30303 404-522-1420

Fred Taylor, Executive Vice President

Purpose: To advocate equality for black and poor people

Program: -Citizenship education schools
-Lectures and conferences on registration and voting, social protest, the nature of prejudice, understanding politics, etc.

Union of American Hebrew Congregations
2027 Massachusetts Ave., N.W.
Washington, D.C. 20036 202-387-2800

David Zaperstein, Associate Director, Religious Action Center

Purpose: -Discussion of Judaic values and social policies
-Influencing public policy

Program: -Seminars
-Legislative newsletter
-Preparation of materials for national distribution

Unitarian Universalist Association
25 Beacon St.
Boston, MA 02108 617-742-2100

Leslie Cronin, Educational Consultant in Adult Programs and Social Concerns

Purpose: The continuing education of church members

Program: -Films, books, cassettes on a variety of topics
-Sexuality curriculum
-Study guides for children and adults on religious and nonreligious topics

United Methodist Church
Nashville, TN 37202 615-749-6000

Jack Gilbert, Assistant Director, Curriculum Programs & Field Work, Board of Discipleship, Division of Education

Purpose: To provide continuing education programs and services

Program: Research, education and action in areas of social concern such as alcoholism, crime, mental health, civil rights, unemployment, etc.

United Presbyterian Church
475 Riverside Dr.
New York, NY 10027 212-870-2171

Haydn O. White, Secretary for Adult Planning and Program

Purpose: To act as a clearinghouse and resource on educational topics

Program: -Assistance in developing leadership training for adult groups at the local level
-Resources, materials related to Bible study and social concerns

U.S. Catholic Conference, Department of Education
1312 Massachusetts Ave., N.W.
Washington, D.C. 20005 202-659-6875

Richard Kerressey, Director, Adult Education Division

Purpose: To provide continuing educational services to twelve regions of the country and local diocesan programs

Program: -Variety of adult education programs, materials, courses
-Training for regional adult education leaders

CONSUMER EDUCATION PROGRAMS

Council of Better Business Bureaus, Inc.
1150 17th St., N.W.
Washington, D.C. 20036 202-467-5200

Betty Clemens, Director, Consumer Affairs

Purpose: To provide consumer information

Program: -Workshops with schools and Chambers of Commerce
-Newsletter, radio advertisements and interviews, newspaper column
-Responding to requests for service (reports on businesses, complaints, etc.)

National Consumer Information Center
3005 Georgia Ave., N.W.
Washington, D.C. 20001 202-723-8090

Frank A. Porter, Director, National Programs
Herbert Simmons, Jr., Administrative Director

Purpose: To serve the interests of minority and low-income consumers

Program: -Staff training for community action programs
-Conferences
-Complaint bureau
-More for Your Money, a consumer education manual
-TV series, "It's Your World!"

Office of Consumer Affairs
3318 HEW North
330 Independence Ave., S.W.
Washington, D.C. 20202 202-245-6316

Executive Office
Juanita Yates, Office of Consumer Affairs

Purpose: To serve as a liaison between the Office of Consumer Affairs and minority and senior citizen groups

Program: -Information to consumer groups on the role of government in consumer education
-Communication of consumer concerns to HEW, the executive branch and other appropriate groups
-Assistance to consumer groups applying for federal grants

D.C. Consumer Affairs Office
1407 L St., N.W.
Washington, D.C. 20005 202-629-2618

Meredith Fernstrom, Consumer Education Director

Purpose: To assist consumers and enforce consumer laws

Program: -Educational programs for school children, teachers, parents
-Newspaper column
-Public service announcements
-Meetings between representatives of inner-city groups and business people

Montgomery County, Maryland Office of Consumer Affairs
24 Maryland Ave.
Rockville, MD 20850 301-340-1010

Judith Doctor, Special Assistant to the Director

Purpose: To reach public audiences and consumer groups with consumer education information and enforce consumer laws

Program: -Radio show
-Consumer Bibliography and other publications
-Consumer information outreach programs for Headstart mothers, ex-offenders, senior citizens
-Mini-courses on such topics as car repair

U.S. State Department
c/o Office of Consumer Affairs External Liaison
330 Independence Ave., S.W.
Washington, D.C. 20202 202-245-8217

Lillian Mohr, Associate Director
National Institute of Advanced Studies

Purpose: To represent consumers in the State Department

Program: -Responding to consumer complaints
-Disseminating consumer information
-Developing task forces to guide consumer agencies
-Consumer literature package for teachers

(Similar offices in Housing and Urban Development, Justice Department, General Services Administration)

CULTURAL ENRICHMENT PROGRAMS

American Library Association
50 East Huron St.
Chicago, IL 60611 312-944-6780

Andrew Hansen, Executive Secretary, Reference and Adult Services Division

Purpose: To develop library and information services for all citizens

Program: See description of individual library services, p. 12

Boston Museum of Science
Science Park
Boston, MA 02114 617-723-2500

Richard King, Director, Education Department

Purpose: To broadly utilize museum resources and involve people directly in learning

Program: -Lecture series in the Planetarium and Lowell Institute
-Programs bringing inner-city families to the museum
-Credit courses through Boston University

Corporation for Public Broadcasting
111 16th St., N.W.
Washington, D.C. 20036 202-293-6160

Douglas Bodwell, Director, Educational Activities

Purpose: Use of television for cultural enrichment

Program: Educational TV, e.g., "Ascent of Man," "The Adams Chronicle"

George Washington University, Museum Education Program
2201 G Street
Washington, D.C. 20006 202-676-6820

Sue Robinson Hoth, Research Instructor

Purpose: To prepare museum educators

Program: -Courses and field work
-Exhibitions
-Group classes for schools and museums

Kansas City Public Library
311 East 12th St.
Kansas City, MO 64106 816-221-2685

Idris Smith, Assistant Director

Purpose: To utilize the library as a learning center

Program: -Lecture series in International Relations
-Library service for Pioneer College, the local college without a campus
-Center for continuing education classes for University of Missouri, Kansas City

Museum Education Roundtable
Corcoran Gallery
17th and New York Ave., N.W.
Washington, D.C. 20009 202-638-3211

Donna Ari, Chairperson

Purpose: To provide the opportunity for exchange of information and ideas concerning museum education in the Washington area

Program: Individual museums sponsor educational activities such as lunch-time talks, mini-tours, seminars, study groups.

National Endowment for the Humanities, Learning Libraries
806 15th St., N.W.
Washington, D.C. 20005 202-382-5177

Terry Kriger, Program Specialist

Purpose: To emphasize a sustained and systematic commitment to education in the humanities through broad utilization of the learning resources represented by public libraries

Program: -Examples of programs at individual libraries:
- Boston Public Library: historical survey of architecture, family life and immigration history within the Boston context using lectures and trips
- Chicago Public Library: the study of the artistic and literary history of Chicago utilizing dance and drama
- Denver Public Library: "Time Alive" program of self-education in history using the historical society, art museum and theatres

-State University Resources in Graduate Education (SURGE) produced at Colorado State University: a self-directed modular program for business and engineering courses
-Taped "Great Books" program

Smithsonian Institute, Resident Associate Program
900 Jefferson Dr., S.W.
Washington, D.C. 20560 202-381-6595

Paul Edelson, Program Coordinator

Purpose: To utilize the resources of Washington and the Smithsonian Institute for continuing cultural education

Program: -Trips to historic sites
-Classes in the arts, sciences, humanities, studio arts

YWCA, Washington/National Capitol Area
1649 K St., N.W.
Washington, D.C. 20036 202-638-2100

Gretchen Fiker, Branch Executive, D.C.
Catherine Parke, Director of Education

Purpose: To extend to the community opportunities for self-directed learning

Program: Classes in recreation, sports, art, music, business, legal rights, assertiveness training, etc.

EDUCATIONAL INSTITUTIONS

Free University Network
615 Fairchild Terrace
Manhattan, KS 66502 913-532-5566

William Draves, Director

Purpose: To support and link free universities and learning exchanges, and to assist with planning and development of community-oriented learning programs

Program: -Information, pamphlets, briefings on how to teach at a free university
-Annual conference, workshops
-Monthly newsletter

New York City Regional Center for Lifelong Learning
City University of New York
101 West 31st Street
New York, NY 10001 212-564-9662

Walter Varner, Director

Purpose: -To assist in creating access routes to adult education
-To encourage the development of additional adult educational opportunities
-To assist adult learners in identifying existing programs that serve their needs and interests

Program: -Clearinghouse on postsecondary education
-Dissemination of information on continuing education programs in collegiate, cultural, proprietary, commercial and business institutions

University for Man
615 Fairchild Terrace
Manhattan, KS 66502 913-532-5866

Sue Maes, Director

Purpose: To provide community-based education programs

Program: -Establishing community educational agencies in small, rural Kansas communities
-Offering courses in arts and crafts, sports, spiritual awareness, women, practical-intellectual politics, fine arts, food, community, etc.

University of Iowa
Iowa City, Iowa 52242 319-353-5553

Robert F. Ray, Dean, Division of Continuing Education
Mildred Lavin, Director, External Studies Development

Purpose: To deliver upper-division course-work leading to the Bachelor of Liberal Studies degree using a distance-learning format for adult part-time learners

Program: -Courses in social sciences and communications using a variety of teaching techniques including slides, tapes, special printed materials
-Supervision, study skills instruction, counseling provided by paraprofessional mentor in on-site locations around the state
-Faculty on-site visits 5-7 times a semester
-Toll-free phone service for students to contact supervising faculty

U.S. Department of Agriculture Graduate School
South Agricultural Building
Washington, D.C. 20251 202-447-2077

John Holden, Director

Purpose: To provide and coordinate continuing education services

Program: -Joint programs with other organizations such as American Association of Retired People, Audubon Society
-Correspondence courses for people working with, or serviced by, government agencies
-Accounting and statistics courses for government agencies
-Video-tape programs for development and training in large corporations

EDUCATIONAL ORGANIZATIONS

Adult Education Association of the U.S.A.
810 18th St., N.W.
Washington, D.C. 20006 202-347-9574

Linda Hartsock, Executive Director

Purpose: To further the concept of education as a process continuing through life

Program:
- Field services including commissions, councils, committees, and interest sections for the purpose of dealing with issues of importance to the members
- Monitoring and responding to proposed legislation
- Special projects for government, foundations, industry, etc. in the area of adult education
- Information Service which responds to specific questions about adult education programs, activities plans, projects, etc.
- Adult Leadership and other publications

American Association of Community and Junior Colleges
1 Dupont Circle
Washington, D.C. 20036 202-293-7050

Suzanne M. Fletcher, Director, Center for Community Education

Purpose: To develop greater awareness and understanding of community education and to facilitate closer working relationships between community colleges, community schools and other groups in the community education field

Program:
- Consultant assistance in exploring and developing the process of community education
- Workshops
- Development of case studies illustrating viable models of cooperative relationships throughout the country
- Six-month internships in conjunction with centers for community education and community colleges throughout the country
- National Symposium on Community Education to explore relationships and commonalities between the community and junior college movement and the community school movement

American Association of State Colleges and Universities
1 Dupont Circle
Washington, D.C. 20036 202-293-7070

William Fulkerson, Associate Executive Director
Curt Smith, Director, Resource Center for Planned Change

Purpose: To provide member institutions with studies, programs, and information needed to better serve the clientele group

Program: -Encouraging member institutions to become involved in programs for the aging in their communities
-Information network through which members share programs and ideas
-Faculty development
-Program evaluation

American Council on Education
1 Dupont Circle
Washington, D.C. 20036 202-833-4700

Office of Academic Affairs
Tod Furniss, Director 202-833-4720

Purpose: To focus on matters relating to students, faculty and curriculum

Program: Interests include the roles of institutions vis-a-vis the part-time student; educational services to working and retired adults; and the potential roles of public radio and television broadcasting in higher education.

Office on Educational Credit
Jerry Miller, Director 202-833-4770

Purpose: To investigate and approve credit and credentialing policies and practices in postsecondary education

Program: -Creation of a unified credit system applicable to all types of learning and instructional modes
-Evaluation of formal military training
-Recommendations to colleges regarding CLEP and Subject Standardized Tests
-Administration of the GED testing program

Association for Continuing Higher Education
University of Oklahoma
170 Asp Avenue
Norman, OK 73069 405-325-1021

Howell W. McGee, Executive Vice President

Purpose: To promote professional education for people in the continuing education field

Program: Committees study continuing education for older adults, women's programming, etc.

College and University Labor Education Association
1004 Elm St.
Columbus, MO 314-882-8358

Goerge V. Boyle, President

Purpose: -To increase involvement of community and junior colleges in the education of union members
-To include broader group of workers in programs from basic skills to studies in social sciences

Program: On- and off-campus courses for trade union leaders and workers

Council of Chief State School Officers
1201 16th St., N.W.
Washington, D.C. 20036 202-833-4191

James Conner, Director, State Education Agency, Staff Development Project

Purpose: To stimulate the provision by other agencies of lifelong-learning programs

Program: -Pilot study of the staff development needs of state education agencies
-Providing information and technical assistance

National University Extension Association
1 Dupont Circle, Suite 360
Washington, D.C. 20036 202-659-3130

Lloyd Davis, Executive Director

Purpose: To provide a medium through which institutions of higher education cooperate to advance the concept of lifelong, continuing education

Program: -Leadership in research and professional development
-Liaison with related agencies and organizations
-The Guide to Independent Study through Correspondence; On-Campus, Off-Campus Degree Programs for Part-time Students and other publications

EMPLOYERS' PROGRAMS

AMBAC Industries, Inc.
3664 Main St.
Springfield, MA 01107 413-781-2200

Robert E. Simpson, Manager, Employee Relations

American Cyanamid Company
Wayne, NJ 07470 201-831-1234

William J. Elliott, Manager, Education Relations, Public Affairs Div.

American Telephone & Telegraph
195 Broadway
New York, NY 10007 212-393-9800

Marla Batchelder, Director, Educational Services
Douglas Bray, Director, Management Selection & Development Research

Associated Industries of Massachusetts
4005 Prudential Tower
Boston, MA 02199 617-262-1180

John J.L. Matson, Director, Employer Services
Walter P. Muther, General Counsel

Carnegie Corporation of New York
437 Madison Ave.
New York, NY 10022 212-371-3200

James M. Dyer, Program Officer

First National Bank of Boston
100 Federal St.
Boston, MA 02110 617-434-2200

Karen Horn, Assistant Vice President, Business Research Department

Foxboro Company
Foxboro, MA 02035 617-543-8750

Keith Krewson, Director, Employee and Community Relations

General Dynamics, Quincy Shipbuilding Division
97 East Howard St.
Quincy, MA 02169 617-471-4200

Richard Brown, Employment Manager

General Electric
1100 Western Ave.
Lynn, MA 01910 617-594-0100

Gil Ritcher, Manager, Personnel Practices
Frank A. Thorn, Chairman, Manager, Lynn Relations Operation

GTE Sylvania Eastern Division
77 A St.
Needham Heights, MA 02194 617-449-2000

Alice H. Lowe, Personnel Manager

Honeywell Corporation
300 Concord Rd.
Billerica, MA 01821 617-667-3111

William Chambers, Director, Employee and Community Relations

Ken Guscott Associates
4259 Prudential Tower
Boston, MA 02199 617-267-9260

Ken Guscott, President

Kimberly-Clark Corporation
Neenah, WI 54956 414-729-1212

Richard Hupp, Education Plan Administrator

National Association of Manufacturers
1776 F St., N.W.
Washington, D.C. 20036 202-331-3700

Lee Hamilton, Vice President

National Institute of Education
1200 19th St., N.W.
Washington, D.C. 20208 202-254-5100

Nevzer Stacy, Career Education Program

New York State Education Department
99 Washington Ave.
Albany, NY 12210 518-474-2121

John McGarraghy, Project Director, Office of the Associate Commissioner for Higher Education and Academic Development

Norton Company
1 New Bond St.
Worcester, MA 01606 617-853-1000

Stephan W. Anderson, Supervisor, Professional Staffing

Polaroid Corporation
549 Technology Square
Cambridge, MA 01239 617-864-6000

Robert Palmer, Director, Community Relations

Raytheon-Fitchburg State College Program
Raytheon Company
141 Spring St.
Lexington, MA 02173 617-899-8400

Walter Palmer, Director, Equal Opportunity Programs

Simonds Cutting Tools
Intervale Rd.
Fitchburg, MA 01420 617-343-3731

Varkey Sohejian, Personnel Manager

Western Electric Company
1600 Osgood St.
North Andover, MA 01845 617-681-2000

George Matthes, Director, Industrial Relations

XEROX Corporation
1200 High Ridge Rd.
Stamford, CT 06904 203-329-8711

Joseph Cahalan, Manager, Employee and Government Affairs

ENVIRONMENTAL EDUCATION PROGRAMS

Friends of the Earth
620 C St., S.E.
Washington, D.C. 20003 202-543-4312

Jeffrey Knight, Legislative Director

Purpose: To promote support of environmental issues in order to bring about alternative policies and lifestyles

Program: -Educational efforts with Congress and Executive branch, lobbying
-National magazine, Not Man Apart

Zero Population Growth, Population Education Project
1346 Connecticut Ave., N.W.
Washington, D.C. 20036 202-785-0100

Susan Lowe, Public Information Specialist
Helen Lambert, Assistant Director, Population Education Project

Purpose: To promote institutionalization of population education by focusing on teacher-training programs

Program: -Workshops for teachers on population education
-Population Politics newsletter
-Capitol Hill Hotline
-Radio, TV, newspaper releases
-Speakers bureau

HANDICAPPED ADULT PROGRAMS

Alexander Graham Bell Association for the Deaf
3417 Volta Place, N.W.
Washington, D.C. 20007 202-337-5220

Virginia Gilmer, Coordinator, Oral Deaf Adults Section

Purpose: To encourage the teaching of oral communications for the deaf to teachers and other professionals, oral deaf adults and parents of deaf children

Program: -Hearing Alert program
-Public information campaign (pamphlets, posters, radio and TV programming)
-Films, lectures and video tapes
-Lending library
-Annual bibliography on deafness and other publications

American Council of the Blind
1211 Connecticut Ave., Suite 506
Washington, D.C. 20036 202-833-1251

Reese Roberahn, Director

Purpose: To provide programs for blind professional persons

Program: -Magazine, The Braille Forum
-Leadership training
-Radio and TV interviews and advertisements

National Association for Retarded Citizens
1522 K St., N.W.
Washington, D.C. 20005 202-785-3388

James F. Payne, Chairperson, Education Committee
Room 120, Ruffner Hall
University of Virginia
Charlottesville, VA 22901 804-924-7461

Purpose: To respond to needs and interests of retarded persons who have been institutionalized and denied an education

Program: Courses which permit retarded citizens to increase the complexity of their behaviors and control over their environment and to attain behavioral characteristics that are culturally designated as normal

National Association of Coordinators of State Programs for the Mentally Retarded
2001 Jefferson Davis Hwy.
Arlington, VA 22202 703-920-0700

Jane E. Hawks, Program Assistant

Purpose: -To facilitate the exchange of information among states concerning the best methods for providing care and training for the retarded
-To represent state mental retardation programs in the development and implementation of federal programs

Program: -Newsletter, New Directions, provides information about opportunities for retarded adults
-Examples of local programs:
- Camarillo (California) State Hospital, in cooperation with Ventura College, offers courses for retarded adults which include sensory and perceptual motor development, receptive language, expressive language, math, reading, awareness of the environment, physical education and basic job skills.
- Mental Retardation Association in Utah offers community education throughout the state with emphasis on self-care skills, promoting more normal development and determining the needs and goals of the participants. Activities include speech therapy, 4-H and recreational programs.

National Association of the Deaf
814 Thayer Ave.
Silver Spring, MD 20901 301-587-1780

Amy Gordon, Director of Public Information

Purpose: To serve educators, professionals who work with the deaf

Program: Communications Skills Program which develops curricula, guidelines and programs for teaching sign language to educators and other professionals

National Federation of the Blind
1346 Connecticut Ave., N.W.
Washington, D.C. 20036 202-785-2974

Jim Gashel, Chief of Washington Office

Purpose: To achieve recognition of capabilities and to open up educational and employment opportunities in order to achieve the complete integration of the blind into society

Program: -"Recording for the Blind"
-Braille textbooks
-Monthly newsletter, Braille Monitor
-Handbook for blind college students

U.S. Office of Education

Bureau of Education for the Handicapped
7th and D St., N.W., Room 2620
Washington, D.C. 20202 202-245-9722

Melvin R. Ladson, Coordinator, Regional Education Program for Handicapped Persons

Purpose: To enable handicapped persons to study at postsecondary institutions by providing support services

Program: Assistance to handicapped, e.g., personal, job and academic counseling, readers, interpreters, physical aides, tutors, Braille books

Bureau of Occupational and Adult Education

James T. Parker, Program Officer 202-245-9826

Purpose: To assure equal access to and equality of educational opportunities for all people, especially those having special needs

Program: Distribution of funds to the handicapped (10-15% of the appropriations under the Vocational Education Act of 1963, as amended, are earmarked for the blind, deaf, mentally retarded and physically handicapped.)

LABOR AND UNION PROGRAMS

AFL-CIO
815 16th St., N.W.
Washington, D.C. 20006 202-637-5146

Jack Sessions, Assistant Director, Department of Education

American Federation of State, City and Municipal Workers
1625 L St., N.W., 6th Floor
Washington, D.C. 20036 202-452-4800

Laurence Rogin, Training Coordinator

Institute of Management and Labor Relations
Rutgers University
New Brunswick, NJ 18903 201-932-1766

Herbert Levine, Director, Labor Education Center

International Ladies' Garment Workers Union
1710 Broadway
New York, NY 10019 212-265-7000

Gus Tyler, Director of Education

International Union of Operating Engineers
1125 17th St., N.W.
Washington, D.C. 20036 202-347-8560

Reese Hammond, Director of Research and Evaluation

Walter Ryan, Business Manager
120 Mt. Hope
Roslindale, MA 02131

Trade Union Program
College of New Rochelle
New Rochelle, NY 10801 914-632-5300

Ruth Dowd, Director

United Auto Workers Union
8000 E. Jefferson Ave.
Detroit, MI 48214 313-926-5000

Carroll Hutton, Director, Education Department

MILITARY PROGRAMS

Community College of the Air Force
Randolph Texas Air Force Base
Randolph, TX 78408

Defense Activity for Nontraditional Education Support (DANTES)
Ellyson Center
Pensacola, FL 32509

William Gager, Director

National War College
Fort Lesley J. McNair
Washington, D.C. 20319

W.E. McCarty, Administration Officer

Project AHEAD
Forrestal Building
Washington, D.C. 20314 202-693-7749

R.N. Waggener, Director of Education

Servicemen's Opportunity College
American Association of State Colleges and Universities
1 Dupont Circle, Suite 700
Washington, D.C. 20036 202-293-7070

MINORITY ORGANIZATIONS

ARROW, Inc.
1000 Connecticut Ave., N.W., Suite 501
Washington, D.C. 20036 202-296-0685

E. Thomas Colosimo, Executive Director

Purpose: Advancement of the American Indian

Program: Training for American Indian Court judges in cooperation with the National American Indian Court Judges Association

Japanese-American Citizens League
1765 Sutter St.
San Francisco, CA 94115 415-921-5225

Dave Ushio, Executive Director

Purpose: To improve Japanese-American relationships

Program: -Resource manual for teachers on Japanese-American history
-Materials provided to local chapters

National Council of Negro Women
1346 Connecticut Ave., N.W.
Washington, D.C. 20036 202-223-2363

Ruth Sykes, Special Assistant to the Executive Offices

Women's Center for Education and Career Advancement

Purpose: To provide minority women with training and education for career development

Program: Designed to reach clerical workers in corporations and financial institutions, the competency-based curriculum, co-sponsored by Pace University,can lead to associate degree.

National Urban Coalition
1201 Connecticut Ave., Suite 400
Washington, D.C. 20036 202-331-2400

Andrea Lea, Communications
Bob Boselow, Director, School of Finance Reform Project

Purpose: To improve conditions of urban life

Program: Research on ethnic and racial minority relations, discriminatory zoning and land use, non-profit housing, health care delivery systems, public mass transportation, drug abuse, etc.

National Urban League
Equal Opportunity Building
500 E. 62nd St.
New York, NY 10021 212-644-6500

Mahlon Puryear, Director, Economic Development

LEAP (LABOR Education Advancement Program)

Purpose: To provide apprenticeship training for construction industry

Program: Recruitment, tutoring, counseling, supportive follow-up services for persons entering apprenticeship programs

Consumer Action Teams

Purpose: To promote consumer awareness

Program: -Preventive health information/education campaigns and resources
-Converting FDA materials and resources into high visual/low literacy instructional materials comprehensible to low-income minority clientele

(The League's other programs include real estate training for women and a course in urban journalism developed with Hunter College.)

National Welfare Rights Organization
National Paralegal Institute
2000 P St., N.W.
Washington, D.C. 20036 202-872-0655

Robert Hoffman, Training Director

Purpose: To make welfare recipients aware of civil and personal rights

Program: -Training welfare advocates
-Publications

Organized Migrants in Community Action (OMICA)
P.O. Box 1351
Homestead, FL 33030 305-248-4711

Ricardo Vecchio, Project Director of South Dade Farmworkers Services Project

Cosme Barzelo, Research and Policy Analyst
National Council of La Raza
1025 15th St., N.W.
Washington, D.C. 20005 202-659-1251

Mario Compean, Training Officer
Mexican American Unity Council
535 S. Main St.
San Antonio, Texas 78204 512-225-4241

Althea Simmons, National Director for Education Programs
NAACP
1790 Broadway
New York, NY 10019 212-245-2100

Purpose: To provide adequate housing, health care, education and job training for migrant workers and their families

Program: -School dropout prevention program for migrant youth
-Employment training, placement and follow-up services
-Family counseling for migrants involved in educational or Employment Training Programs

POLITICAL EDUCATION PROGRAMS

Common Cause
2030 M St., N.W.
Washington, D.C. 20036 202-833-1200

Georgianna Rathbun, Vice President for Publications
John Beydler, Coordinator of Volunteer Services

Purpose: To promote non-partisan political education and action

Program: -Seminars and on-the-job training for volunteers
-"Washington Connection," a network of volunteers which mobilizes members for letters to Congress
-Educational publications on issues and legislation

Democratic Party National Committee
1625 Massachusetts Ave., N.W.
Washington, D.C. 20036 202-797-5900

Director of Political Research, Advisory Council
(Appointment of new director pending)

Purpose: To provide educational services to persons running for office and their campaign workers

Program: -Training institutes for campaign managers
-Seminars for candidates
-Pamphlet series on a variety of subjects, e.g., building a volunteer organization, fund raising, targeting and demographic research

(The Republican National Committee also provides similar services for their candidates and campaign workers.)

League of Women Voters of the United States
1730 M St., N.W.
Washington, D.C. 20036 202-296-1770

Carol Toussaint, Vice President, Public Relations

Purpose: -To provide broad, non-partisan political education to further the democratic process
-To lobby for issues of concern regarding all units of government -- local, state, federal
-To provide voter education information

Program: -The Educational Fund: research and articles, analyses of national data, dissemination of information through the media, workshops, conferences
-Projects for the aging developed with Institute of Government Offices
-Outreach and information programs using cable television

PROFESSIONAL, SCIENTIFIC, AND GOVERNMENT PROGRAMS

American Bar Association Consortium for Professional Education
1155 East 60th St.
Chicago, IL 60637 312-947-3951

Joel Henning, Director Staff Division of Professional Education

Purpose: To assist legal professionals in keeping abreast of developments in the field

Program: Developing and distributing modules which include written materials, video, audio cassettes and live presentations to state and local continuing legal education programs

American Chemical Society, Continuing Education Delivery Systems Project
1155 16th St., N.W.
Washington, D.C. 20036 202-872-4600

Kenneth Chapman, Associate Director
Harry Walsh, Manager, Continuing Education

Purpose: To offer review and refresher courses to members

Program: -Mini-, laboratory, correspondence, and audio-visual courses
-Films
-Nationwide computer network which offers instruction at the time and place most convenient to individual members

American Institute of Architects
1735 New York Ave., N.W.
Washington, D.C. 20006 202-785-7300

Peter Wood, Director, Continuing Education

Purpose: To update and upgrade the knowledge of practicing architects

Program: -Short courses
-Conferences
-Correspondence courses

American Institute of Biological Sciences
1401 Wilson Blvd.
Arlington, VA 22212 703-527-6776

Richard Dodge, Director, Education and Communications

Purpose: To assist various paraprofessionals and professionals in the life sciences to maintain competencies and keep up to date in the field

Program: -Speakers bureau with programs at eighty institutions of higher education
-Annual meeting topics tailored to the region in which the meeting is held
-Biotechnical practica for high school graduates to work as assistants to life science professionals

American Institute of Certified Public Accountants
1211 Avenue of the Americas
New York, NY 10036 212-575-6345

Frank Sanitate, Director, Continuing Education Division

Purpose: To provide continuing education for professionals in the field, as part of membership

Program: -Series of seminars
-Audio/workbook program
-Video courses
-Short courses in six interest areas: general professional, accounting and auditing, taxation, management advisory services, practical management, specific industry

American Institute of Planners
1776 Massachusetts Ave., N.W.
Washington, D.C. 20036 202-872-0611

Gerald R. Mylroie, Director of Professional Development

Purpose: To upgrade skills of members

Program: -Home-study courses
-Seminars
-Topics on tape, e.g., energy conservation

American Medical Association, Continuing Medical Education
535 Dearborn St.
Chicago, IL 60610 312-751-6566

James Breeling, Director
R.W. Howard, Associate Director
Clark Mangan, Assistant Director

Purpose: -To provide continuing education to members
-To accredit continuing education programs in medical schools and hospitals
-To certify continuing education efforts of individual doctors through a Physicians Recognition award: completion of 150 hours of continuing medical education over a three year period

Program: -250 postgraduate courses at conventions, hospitals, medical schools
-Audio-visual courses
-Directory of continuing education courses offered throughout the country

American Physical Therapy Association
1156 15th St., N.W.
Washington, D.C. 20005 202-466-2070

Carolyn Glover, Assistant to the Conference Coordinator

Purpose: To update and maintain professional competencies of members

Program: -Five clinical programs which include 15 hours of instruction
-Support for state and local chapters for establishing continuing education programs

American Society for Public Administration
1225 Connecticut Ave., N.W.
Washington, D.C. 20036 202-785-3255

Barbara Judd, Director of Communications

Vinton Fisher, Council Member
Institute for Public Service, Box U56
University of Connecticut
Storrs, CT 06268 203-486-4670

Purpose: -Professional development in public service
-To aid the member in his/her public service role

Program: -Training in special areas, e.g., human resources administration; natural resources; science, technology and government; criminal justice
-Public Administrator Review and other publications

American Society for Training and Development
1 Dupont Circle, Suite 400
Washington, D.C. 20036 202-659-9588

Robert Craig, Director of Communications

Purpose: To develop and expand the skills and standards of persons engaged in utilizing talent

Program: -Regular meetings
-Special seminars
-Workshops
-Institutes of training methods and activities
-Training and Development Journal and other publications

American Society of Allied Health Professions
1 Dupont Circle
Washington, D.C. 20036 202-293-3422

William Samuels, Executive Director

Purpose: To provide continuing education opportunities for members

Program: Short courses designed to improve teaching effectiveness

American Society of Engineering Education
1 Dupont Circle
Washington, D.C. 20036 202-293-7080

Francis Bradley, Jr.

Israel Katz, Chairman
Continuing Education Study Division
Northeastern University
360 Huntington Ave.
Boston, MA 02115 617-437-2612

Purpose: To improve the teaching effectiveness of engineering faculty members

Program: Effective Teaching Institutes for faculty

American Society of Mechanical Engineers
345 E. 47th St.
New York, NY 10017 212-644-7753

Stanley Greenwald, Director, Professional Development

Purpose: Technical and professional updating for members

Program: -Technical and management courses at the local and national levels
-Transcript and other record-keeping service for members
-Professional engineering review program

Association of American Medical Colleges, Division of Educational Resources and Programs
1 Dupont Circle
Washington, D.C. 20036 202-466-5100

Emanuel Suter, Director

Purpose: To advance medical education and the nation's health

Program: -Conducting studies on issues of major concern
-Evaluating the quality of educational programs through the accreditation process
-Consultation and technical assistance to member institutions

National Association of Social Workers
1425 H St., N.W.
Washington, D.C. 20005 202-628-6800

Dick Edwards, Staff Associate for Continuing Education

Purpose: The professional development of people in the field of social work

Program: -Biennial national symposium which focuses on upgrading social work skills in a variety of settings
-Regional symposia
-Workshops and conferences sponsored by the state chapters
-Publications

National Training & Development Service for State & Local Government, Inc.
5028 Wisconsin Ave., N.W.
Washington, D.C. 20016 202-966-3761

Graham Watt, President

Purpose: To offer training for middle- and upper-level management officials of state and local government

Program: Short courses and longer residential programs focused on current issues and personal/professional development

U.S. Civil Service Commission
1900 E St., N.W.
Washington, D.C. 20006 202-632-5655

Richard Indelicato, Director, Office of Agency Assistance and Resources Coordination
Wayne Cobb, Personnel Management Information Service Bureau of Intergovernmental Personnel Programs

Education for Public Management Training Center

Purpose: To enable current program managers as well as candidates with high management potential to improve and update managerial skills and subject matter knowledge

Program: -Core seminars with focus on issues in public affairs and administration
-Participation in a year-long program for credit or audit at one of nine universities

Federal Executive Institute

Purpose: To improve management skills and operational effectiveness of senior officers (GS 16-18) in federal agencies

Program: Seven-week residential program offering a number of different courses, e.g., "Senior Executive Education Program" designed to develop executive effectiveness in three major areas -- the environment of federal executive effectiveness; management systems and processes; and personal management skills

Executive Seminar Training Centers

Purpose: To provide courses for managers and supervisors below GS 16-18 levels

Program: Residential courses of two or three weeks, e.g., administration of public policy, public program management, environmental quality and natural resources

The Office and Communication Skills Training Center

Purpose: To offer training to all levels of bureaucratic structure

Program: Short courses in many areas, e.g., typing, shorthand, briefing techniques

SENIOR CITIZENS' ORGANIZATIONS

American Association for Retired Persons/National Retired Teachers Association
1909 K St., N.W.
Washington, D.C. 20049 202-872-4700

Harriet Miller, Executive Director

Purpose: To help older persons achieve retirement lives of independence, dignity and purpose

Institute of Lifetime Learning

Sandra Timmermann, Associate Dean 202-872-4800

Purpose: To stimulate and provide opportunities for continuing education for older persons

Program: -Extension Institutes of Lifetime Learning co-sponsored with educational institutions and offering daytime non-credit, short courses in liberal arts and retirement living such as antiques, consumer education, insurance and health plans, metal work, real estate, driving, nutrition
-Consultation with educational and other organizations and legislators in developing programs and services for older persons
-Assistance to older persons who wish to pursue their learning interests
-Project (funded by NEH) to bring humanities programs to older persons
-Mini-school in AARP monthly magazine, Modern Maturity

Senior Aides Program

Clara Lodge, Program Assistant 202-872-4813

Purpose: To provide employment training and job placement for older persons in low-income categories

Program: Funded by the Senior Community Service Employment Program through the U.S. Employment and Training Administration to develop job skills and find job placements in local organizations

Colorado Gerontological Consortium
1020 15th Street, Room 300
Denver CO 80202 303-892-9660

Richard X. Redmond, Director

Purpose: -To promote educational opportunities for older persons
-To promote training in gerontology
-To encourage development of research studies

Program: Clearinghouse of information and resources, especially on research monies available and areas in need of study

National Council on the Aging
1828 L Street, N.W.
Washington, D.C. 20036 202-223-6250

Marjorie Collins, Associate Director

Richard X. Redmond, Field Representative
National Council on Aging
Brooks Tower, Suite 25M
1020 15th St.
Denver, CO 80202 303-892-9660

Center for Older Americans and the Arts

Jackie Sunderland, Director

Purpose: To involve older people with the arts

Program: -Clearinghouse of information
-Assistance to groups interested in developing arts programs for and with older people

National Institute of Senior Citizens

Bella Jacobs, Program Associate

Purpose: -To provide program materials, staff training and assistance to communities wishing to establish senior centers especially for those with limited incomes
-To establish criteria and standards for planning and operating centers

Program: -General education programs, e.g., traditional arts and crafts, legal aid, nutrition and health
-Degree/certificate programs with local community colleges
-Social action groups formed to discuss issues affecting the older population

National Council of Senior Citizens, Senior Aides Program
1511 K St., N.W.
Washington, D.C. 20005 202-783-6850

Rachel Essandoh, Regional Director
Toni Quarles, Program Specialist

Purpose: To provide employment training and job placement for older persons in low-income categories

Program: Assistance in developing job skills and in job placement

WOMEN'S ORGANIZATIONS

American Association of University Women
2401 Virginia Ave., N.W.
Washington, D.C. 20037 202-785-7731

Mary-Averrett Seelye, Assistant Director of Program, Areas of Interest
Mary Boyette, Public Information Director
Lynne Stitt, Assistant Director of Program, Topics

Purpose: To give a wider vision of completing the process started by a college education in the areas of education, international relations, community and cultural interests

Program: -Study and action topics chosen every two years as the basis for local programming
-Action-oriented program and study guides
-Legislative Lookout and other publications
-Library maintained as center for women scholars

Black Women's Community Development Foundation
1028 Connecticut Ave., N.W., Suite 1010
Washington, D.C. 20036 202-296-7565

Lorraine Brannon, Executive Director

Purpose: To study issues and propose solutions of interest to the Black community

Program: -Conferences, workshops
-Mini-consultations on issues such as Black women's health
-Institute for Services to Education

Federally Employed Women, Inc.
National Press Building, Room 485
529 14th St., N.W.
Washington, D.C. 20045 202-638-4404

Daisy Fields, Executive Director

Purpose: To improve opportunities for women in government

Program: -Seminars
-Training workshops
-Handbook on personnel management matters, The ABC's of Your Job

Federation of Organizations for Professional Women
1346 Connecticut Ave., N.W., Room 1122
Washington, D.C. 20036 202-833-1998

Irene Murphy, Executive Director

Purpose: To coordinate the members' activities in order to increase women's intellectual and economic independence and advancement in the professions

Program: -Coordinated action on problems of common interest
-Response to inquiries on organizational problems and feminist issues
-Materials on group budgeting and financing, affirmative action, group strategy, etc.
-Task forces on equal rights legislation; student internships; registries and talent banks; women's studies programs; international developments
-Center for Research on Women in Higher Education and the Professions (co-sponsored with Wellesley College)
-Clearinghouse on scholarly research on women's issues
-Publications: Federal Alert, Policy Alerts, Federation Reports

General Federation of Women's Clubs
1734 N St., N.W.
Washington, D.C. 20036 202-347-3168

Peggy Miller, Program Officer

Purpose: To serve as a resource center for local women's clubs

Program: -Study guides and other materials in the areas of education, conservation, home life, international affairs, the arts
-College credit for programs available through correspondence, extension or residential study

National Congress of Neighborhood Women
690 Metropolitan Ave.
Brooklyn, NY 11211 212-782-7019

Joan Alagna, Coordinator for National Conference

National Congress of Neighborhood Women's College

Purpose: To legitimize experiences of women without educational credentials

Program: Instructional program established with LaGuardia Community College emphasizes flexible scheduling, tutoring, courses, personal and academic counseling.

National Congress of Neighborhood Women Health Care Program

Purpose: To respond to women's health care needs and to educate women about health care professions and institutions

Program: -Training women to establish neighborhood health services referral system
-Training women as nurse technicians, paramedics and midwives in conjunction with health institutions and agencies
-Establishment of neighborhood women's clinic

National Federation of Business and Professional Women's Clubs, Inc.
2012 Massachusetts Ave., N.W.
Washington, D.C. 20036 202-293-1100

Lucille H. Shriver, Executive Director

Purpose: To extend opportunities to business and professional women through education in industrial, scientific and vocational activities

Program: -Career advancement scholarships for adult women
-Research grants and publications
-Sponsorship of Federal Legislative Conference
-Publication of national program materials
-Collection of tapes of famous women in speeches and interviews
-Sponsorship of Individual Development Plan workshops whereby women can develop leadership potential and perfect speaking techniques
-Bibliography on issues affecting working women

National Organization for Women
National Action Center
425 13th St., N.W., Suite 1001
Washington, D.C. 20004 202-638-6054

Mary Ellen Verheyden-Hilliard, Education Task Force Coordinator

Purpose: To achieve equality for women in all areas of society

Program: -Legal Defense and Education Fund
-Women's Lobby
-National media campaign to improve women's image in magazines and TV
-Task forces on issues of concern to women

Women's Action Alliance
370 Lexington Ave.
New York, NY 10017 212-532-8330

Martha Jones, Communications Director

Purpose: To act as a resource center for women's organizations

Program: -Women's Agenda, a monthly resource publication for the women's community
-Early childhood education project
-Coalition for change: the Women's Agenda

Women's Equity Action League
733 15th St., N.W.
Washington, D.C. 20004 202-638-4560

Gladys Henrikson, Committee for Alternative Work Patterns
Sandi Risser, Editor

Purpose: To promote equal opportunity in employment and education for women

Program: -Clearinghouse
-Convention, workshops
-Expert testimony on women's issues
-Washington Report and other publications

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APPENDIX B

The work of Task Force members Barbara Hodgkinson, Peg Kaplin and Ian McNett was based on relevant literature and interviews with representatives of the following organizations conducted during the spring of 1976. The work of George Nolfi was based on relevant literature, some of his own previous work, and conversations over a longer period of time with representatives of those organizations denoted by an asterisk*.

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POLICY REPORTS AVAILABLE FROM THE INSTITUTE FOR EDUCATIONAL LEADERSHIP

Federalism at the Crossroads: Improving Educational Policymaking
An Anthology of Critiques and Prescriptions for Strengthening the Intergovernmental System in Education, December 1976 . . . . . $3.00

Perspectives on Federal Education Policy: An Informal Colloquium
by Robert Andringa, Chester E. Finn Jr., Samuel Halperin, Michael Timpane, Thomas Wolanin, August 1976 . . . . . $1.50

Essays on Federal Education Policy
by Samuel Halperin, May 1975 . . . . . $1.50

Training Educational Leaders: A Search for Alternatives
Leadership Training Institute, November 1976 . . . . . No charge for single copy

Women in Educational Leadership: An Open Letter to State Legislators
Leadership Training Institute, August 1975 . . . . . $2.50

Handbook on How to End Sexism in Your Schools
Leadership Training Institute, August 1975 . . . . . $2.50

Hierarchy, Power and Women in Educational Policy Making
Leadership Training Institute, August 1975 . . . . . $2.50

Government Funding Policies and Nontraditional Programs
Postsecondary Education Convening Authority
by Richard Meeth, June 1975 . . . . . $2.00

Approaches to State Licensing of Private Degree-Granting Institutions
The Airlie Conference Report
Postsecondary Education Convening Authority, November 1975 . . . . . $2.00

The Incentive Grant Approach in Higher Education: A 15-Year Record
Postsecondary Education Convening Authority
by Martin Finkelstein, December 1975 . . . . . $2.00

Impressions of Education in Israel
Report of the Educational Staff Seminar Study Mission, February 1976 . . . . . $2.00

Impressions of Education in Australia
Report of the Education Staff Seminar Study Mission, October 1975 . . . . . $3.00